

Normal Offering

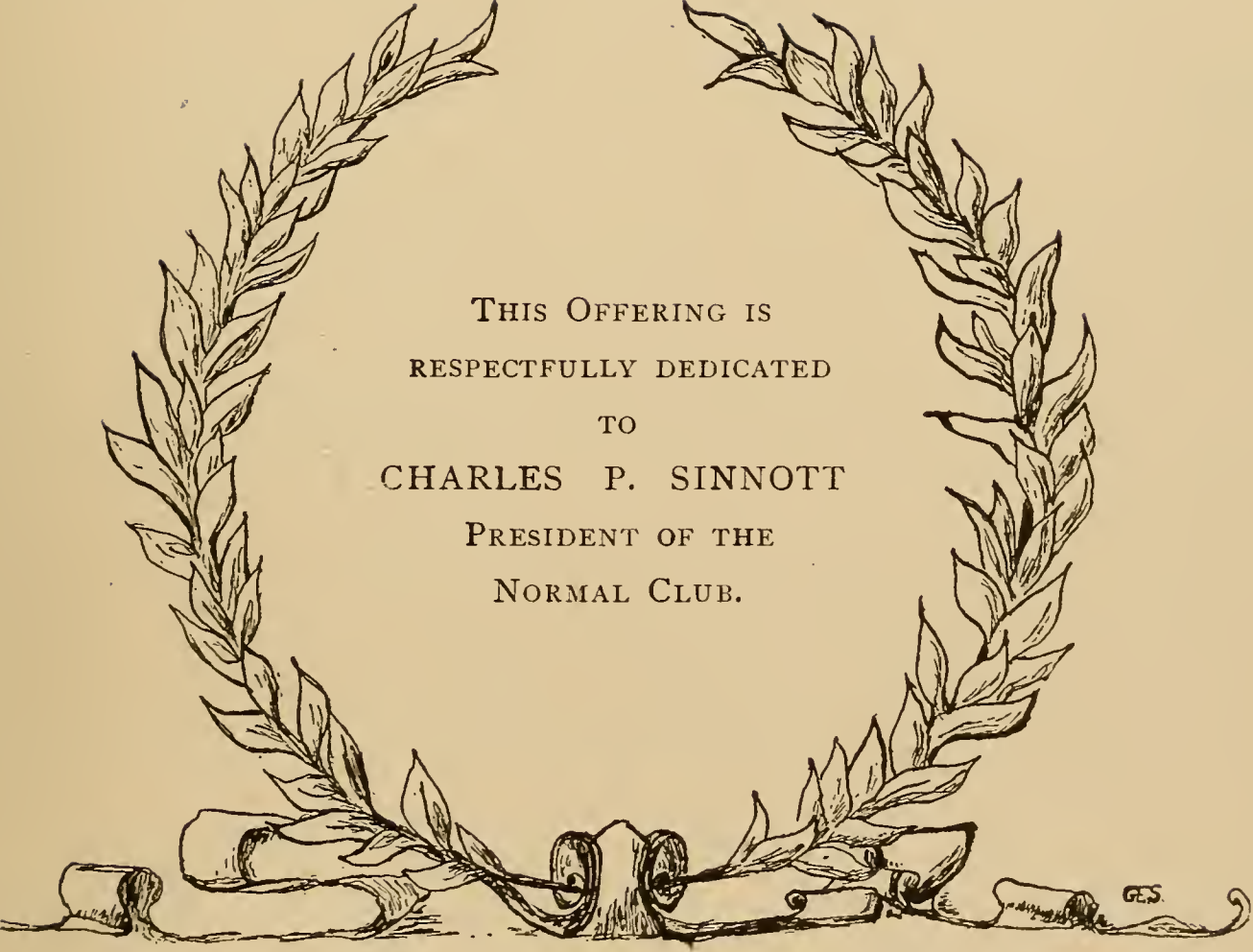
1904



NORMAL OFFERING

A YEAR BOOK
PUBLISHED BY STUDENTS OF THE
BRIDGEWATER STATE NORMAL SCHOOL
UNDER THE AUSPICES OF THE
NORMAL CLUB

BRIDGEWATER :
ARTHUR H. WILLIS, PRINTER



THIS OFFERING IS
RESPECTFULLY DEDICATED
TO
CHARLES P. SINNOTT
PRESIDENT OF THE
NORMAL CLUB.

Salutatory



IT WAS with no little trepidation that the Editorial Board decided to issue the sixth annual publication of the Normal Offering partially with board covers. The more they thought of it the more convinced they became of the need of a board covered edition.

This year there have been several changes in the make-up of the book. Several additions have been made, among which are the school calendar and the scenes from Normal life.

The Board wish to thank Mr. Sinnott, the advisory committee, and all who have in any way helped the work along. Special credit must be given to the illustrators, for their untiring efforts. Another year we hope to see an even greater competition for the opportunity to have one's drawings in the book.

In the grinds we have tried to laugh with, and not at, our friends.

In placing this book before you, the Editors trust that, after all the struggles and anxieties through which they have passed, it will give pleasure to all who peruse it.



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• GYMNASIUM •
• BRIDGEWATER • NORMAL SCHOOL •

ARCHITECTS.
• HARTWELL RICHARDSON & DRIVER •

Editorials



EVERY GRADUATE of the school can, if he looks back over his Normal course, see lines of improvement. Each year sees some gain made, although it may be greater some years than others. This past year is one that will be long remembered. Besides many smaller changes, two improvements stand out conspicuously; the one is the gymnasium, the other the electric plant.

Mr. Boyden can now, after years of hard toil, see his plans for the gymnasium realized. Last fall the work commenced, but owing to the severity of the weather and the frequent snow storms, the work was greatly delayed. Now everything is being pushed forward with great vigor. All hope to see it so far completed that it may be used for the Biennial dinner in June. The accompanying cut will give a better idea of the building than can be given in a few words.

The electric plant now gives us better light than that received from the town. It has made possible the purchase of three stereopticon lanterns. One is used in physics in connection with the experiments. The second is used in the Geography Room. Mr. Sinnott has had slides prepared and now gives illustrated talks in geography and geology. The third is used in the English Room, where Miss Emerson gives her classes illustrated talks on the homes of the authors studied, or on places well known in literature. Two of these lanterns may be put together in Assembly Hall, and a powerful lantern is ready for the stereopticon lectures in that room.

Class B's hand-bound books—one result of the study of architecture—were shown at the Arts and Crafts Exhibition held in the Bridgewater Town Hall during February. This work showed some knowledge of printing, illustrating and book-binding—three crafts which have a place in public school curricula. Other crafts, embroidery, carving, modelling, basketry, iron-work are being recognized as offering such educational advantages that they are rapidly becoming a part of the regular work. Our knowledge of drawing enables us, as teachers, to begin intelligent practice in any of these crafts which we may be required to teach. The work of Class B represents one of the forms of art through which children may be led into keener appreciation of the life-giving power in the world's greatest art. The students represented were Miss Estes, Miss Kimball, Miss Hersey, Miss Jameson, Miss Hadley, and Miss Tolman.

Still, after years of waiting, Normal has no school song. You, who have a vivid imagination, and you, who have not, sit down and let your thoughts dwell on "Normal" for a little. Perhaps an inspiration may come to you. Who knows! Miss Prince has kindly offered to have a good school song set to appropriate music.

The Offering wishes to congratulate the Normal Club on its unsurpassed success of the past year. Its entertainments have been far better than in the past. It hopes to see the Club take another step in advance next year.

The idea of the Editorial Board in having just the officers of the Normal Club in a picture by themselves was to show them as much honor as possible. Another year if the funds of the managers of the Offering are more abundant, it is to be hoped the Committees of the Club may have a picture by themselves.

Perhaps a word in regard to the scarcity of the Alumni notes is necessary. The answers to the circulars were not as numerous as in some years, although as many circulars were sent out. We appeal to you, Alumni, to help the "Offering" out next year. Even if you are not personally invited to write, send in a note to the Editor or Business Manager. Often times a name is over-looked or the present address cannot be found.

If we have made any mistake in the Class Rolls, we beg the pardon of those who have been wrongly classed.



Charles Peter Sinnott



HARLES P. SINNOTT was born in Duxbury, Mass., August 18, 1859. He was next to the oldest of five sons. His boyhood was spent on a farm, and he obtained his early education at the neighboring school. He soon showed his taste for teaching, and, when he was but sixteen, successfully taught for one term a private school in his native town. Ever since that time he has been engaged in educational work, either as a teacher, or a pupil.

For a short time Mr. Sinnott attended Worcester Academy, where he completed his preparation for the Normal School. In 1881 he was graduated from the four years' course of this school. While here he was actively interested in athletics, for several years serving as pitcher on the base ball nine. He was President of the Normal Club, or as it was then called, the Lyceum.

After graduation Mr. Sinnott's first position was at Dennis, Mass. In less than a year he was called to the University of Atlanta, Ga., as Principal of the Normal Department. He remained there five years, from 1882 to 1887. Besides teaching Science he acted as Superintendent of the grade schools and conducted the courses in the Theory and Practice of Teaching.

To the regret of his many friends in the South, Mr. Sinnott returned to Massachusetts in 1887, and two years later obtained the degree of Bachelor of Science from Harvard. While in college he specialized in Geology, and served under Prof. Shaler as Assistant on the Geological Survey of Eastern Massachusetts, his work being primarily on Glacial and Tertiary Geology.

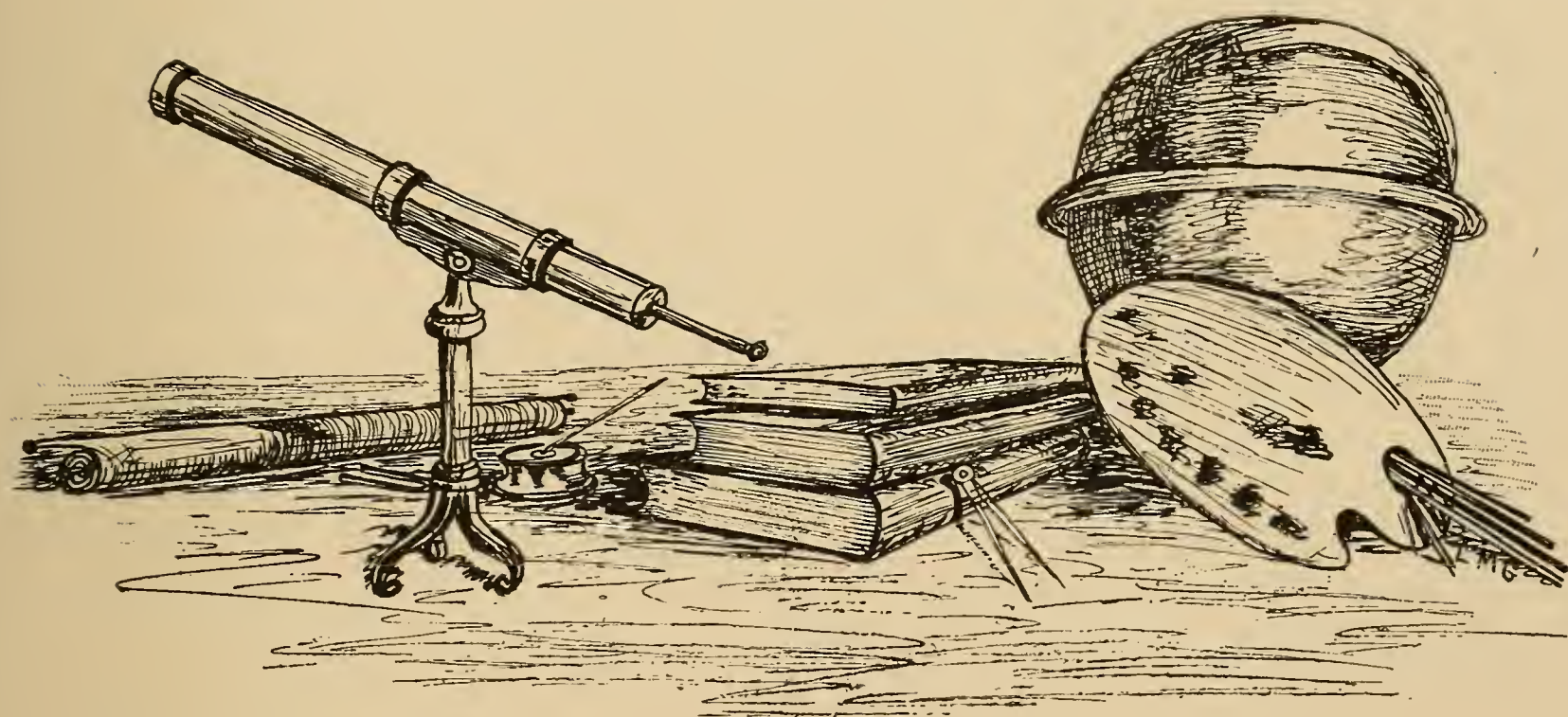
On the completion of his course at Harvard, Mr. Sinnott was elected to the Chair of Physics in Pratt Institute. Preferring Normal School work, he refused this offer, and went to be teacher of Mathematics and Science in the Milwaukee Normal School. His work developed rapidly there, as the school grew from sixty to three hundred and fifty. He soon dropped the Mathematics, and taught only the Advanced Sciences, having an Assistant for the Elementary Courses in Science. While in Wisconsin he did much Institute work, averaging four weeks each year in such lecture and demonstration work.

He furnished a series of some twenty or thirty articles on Elementary Science for the "Western Teacher," a state magazine. He was also on the Executive Board of the Wisconsin State Teachers' Association, was Secretary of the South-Eastern Wisconsin Teachers' Association and a member of the Wisconsin Academy of Science.

In 1897 he was called to this school as instructor in Geology, Geography and Physiology. Since that time many interesting departmental changes have been made. The Geography course is now preceded by the course in Elementary Geology. In the two years' course the work extends throughout the year, by giving alternately three weeks to the Geography, and three weeks to the Practice during the last half of the year. The field work in Geography and Geology has been increased, and valuable lantern slides are used in connection with all the scientific work.

Mr. Sinnott's course in Geography has for seven successive years been given by him at the Summer Session of the Hyannis Normal school. The work consists of eighty periods, covering five weeks time, and is followed by examinations leading to a Normal School diploma. In 1897 Mr. Sinnott was chief collaborator in preparing "First Lessons in Elementary Science," a practical text-book which is in use in the ninth grade of the Model School. He has also found time to write various articles for scientific magazines.

Mr. Sinnott has been President of the Plymouth County Teachers' Association. For the last two years he has rendered efficient service as President of the Normal Club. In this capacity he has strengthened the policy already adopted of securing at the lowest possible prices the best possible literary, musical and social entertainments for the Club. While allowing the committees great freedom in making and executing their plans, he has been ready with practical advice when it was called for. He has been helpful, too, in advancing the interests of the Normal Offering, published under the auspices of the Club. His genuine interest in his work and in his pupils, his genial manner, his clear thought and accurate expression, and his loyalty to truth are also recognized and appreciated.



Faculty

ALBERT G. BOYDEN, A. M.

*Principal of the Normal School and Instructor in
Educational Study of Man.*

Bridgewater Normal School, 1849. A. M. Amherst College, 1861.
Principal English High, Salem. Sub-Master Chapman Grammar School,
Boston. Instructor at Bridgewater Normal School, 1850-53; 1857-60.
Principal of the School since 1860.

ARTHUR C. BOYDEN, A. M.

*Vice-Principal and Instructor in Natural Science,
History and Civil Polity.*

Bridgewater Normal School, 1871. Amherst College, 1876. A. M.
Amherst College, 1879. Taught Mathematics Chauncy Hall School, Boston,
1876-79. In 1891 went with J. W. Dickinson on Educational Commission
to Jamaica. Instructor in Chautauqua and Cottage City Summer Schools.
Bridgewater Normal School since 1879.

FRANZ H. KIRMAYER, Ph. D.

Instructor in Classics and Modern Languages.

Attended Universities of Munich and Giessen. Ph. D. Boston College, 1895. Served in War of Rebellion, 1864-5. Vice-Consul of United States at Munich, 1868. Author of several text books. At Bridgewater Normal since 1870.

WILLIAM D. JACKSON.

Instructor in Science, English Literature, Mathematics.

Bridgewater Normal School, 1880. Special course at Mass. Institute of Technology. Courses at Boston Teachers' School of Science. Taught at the Royal Normal College for the Blind, London, England. At Bridgewater Normal School since 1883.

CHARLES P. SINNOTT, B. S.

Instructor in Geology, Geography and Physiology.

Bridgewater Normal School, 1881. Harvard College, 1889. Principal Normal Department at Atlanta University, 1882-7. Teacher of Mathematics and Science, Milwaukee State Normal School, 1889-97. Called to Bridgewater Normal, 1897.

HARLAN P. SHAW.

Instructor in Chemistry, Mineralogy and Manual Training.

Bridgewater Normal School, 1890. Post-Graduate and Assistant, 1890-91. Special courses at Mass Institute of Technology and Harvard University. Instructor at Bridgewater since 1891. Student in Graduate School, Harvard.

FRANK E. GURNEY.

Instructor in Latin, Astronomy, Book-Keeping.

Bridgewater Normal School, 1890. Special courses. Taught at School of St. Paul, Garden City, Long Island. At Bridgewater Normal School since 1891.

ISABELLE S. HORNE.

Instructor in Vocal Culture and Reading.

Courses in Boston University School of Oratory. Taught at Dover, N. H. Master's Assistant in Prescott Grammar School, Somerville. At Bridgewater Normal School since 1875.

CLARA C. PRINCE.

Instructor in Vocal Culture and Algebra.

Bridgewater Normal School, 1875. Courses at Holt Institute of Vocal Harmony, and American Institute of Normal Methods. Taught in Andrew School, Boston. Master's Assistant in Bigelow School, Newton. At Bridgewater Normal since 1879.

FANNY A. COMSTOCK.

Instructor in Rhetoric, Arithmetic, Botany.

Bridgewater Normal School, 1875. Taught in Marlborough High School. Instructor in Eastern State Normal School, Castine, Me. At Bridgewater since 1888.

ELIZABETH H. PERRY.

Instructor in Drawing,

Westfield Normal School, 1880. Studied in Normal Art School, Boston. Taught in public schools of Springfield, Mass. Supervised Drawing in schools of Chelsea. Taught in Normal Art School. At Bridgewater Normal School since 1891.

MARY ALICE EMERSON, A. B.

Instructor in English.

Bridgewater Normal School 1886. Head of English Department, Plymouth (N. H.) Normal School, 1886-1888. Wellesley College, 1892. Preceptress St. Johnsbury Academy, St. Johnsbury, Vermont, 1892-1896. Head of English Department, Norwich Free Academy, Norwich, Conn., 1896-1900. Graduate work at Wellesley, 1900-1901. At Bridgewater Normal School since 1901.

BESSIE L. BARNES.

Instructor in Physiology. Physical Training.

Boston Normal School. Boston Normal School of Gymnastics, 1893.
Taught in the Lowell School, Boston. Instructor at Bridgewater Normal
School since 1883.

LILLIE E. MERRITT.

Assistant Instructor in Drawing.

Bridgewater Normal School, 1894. Assistant during last two years of
course. Regular instructor since 1894.

LILLIAN A. HICKS.

Supervisor of Practice Teaching.

Bridgewater Normal School, 1875. Teaching in public schools of
Acushnet, Petersham, East Bridgewater, Quincy, Boston. Returned to
Bridgewater as Principal of Model School, Sept. 1891. Became Supervisor
of Practice Teaching, Sept. 1899.

Model School Instructors.

BRENELLE HUNT, PRINCIPAL. *Grade IX.*

Bridgewater Normal School, 1896. Principal Grammar School, North
Abington, '95-7. Principal Grammar School, Westfield, '97-9. Returned
to Bridgewater as Principal of Model School, Fall of 1899.

ADELAIDE REED. *Grade IX.*

Bridgewater Normal School, 1865. Taught in schools of Pembroke,
Kingston, Abington, Malden, Newton, Somerville. Teacher at Bridgewater
since 1896.

MARTHA M. BURNELL. *Grade VIII.*

Gorham Normal School, Me., 1887. Special course at Bridgewater Normal. Course at Harvard Summer School. Taught in schools of Concord, N. H., and Chelsea. At Bridgewater since 1895.

SARAH V. PRICE. *Grade VII.*

Special course at Bridgewater Normal, 1899. Taught in schools of Warehouse Point, Conn., Montclair, N. J. Principal of Grammar School, East Hartford, Conn. Returned to Bridgewater, 1902.

NELLIE M. BENNETT. *Grade VI.*

Bridgewater Normal School, 1888. Courses at Summer School. Taught in schools of Middleborough. Returned to Bridgewater, 1896.

JENNIE BENNETT. *Grade V.*

Bridgewater Normal School, 1886. Courses at Summer Schools. Teacher in schools of Middleborough. Teacher at Bridgewater since 1898.

MARY L. WALLACE *Grade IV.*

Bridgewater Normal School, 1893. Teacher in schools of Rockport and Malden. At Bridgewater since 1895.

SARAH W. TURNER. *Grade III.*

Bridgewater Normal School, 1878. Teacher in Schools of Bridgewater, Dighton, Somerville. Returned to Bridgewater as teacher in Model School in 1895.

ANNIE LAWRIE SAWYER. *Grade II.*

Teacher since Sept. 1902 in 2nd grade, Model School. A graduate from the four years' course S. F. H. S., Warner, N. H., and two years' Special Course, Bridgewater, Mass. Taught five years in Warner schools and two years in Wilmington, Del., previous to coming to Bridgewater.

FLORA M. STUART. *Grade I.*

Bridgewater Normal School, 1889. Courses in Summer School. Teacher in schools of Fairhaven and Newton. Returned to Bridgewater as teacher, 1890.

CLARA R. BENNETT. *Grade I, B.*

Graduated from East Stronsburg, Pa., Normal, 1896, Bridgewater Normal, 1901. Taught in schools of Gardner and Beverly. In the Bridgewater Model school since 1901.

ANNE M. WELLS. *Kindergarten.*

Kindergarten Training Class in connection with Mrs. Quincy Shaw's School, Boston, 1889. Post-graduate work with Miss Fisher in Boston. Taught in schools of Brookline and Hartford. At Bridgewater since 1893.

FRANCES P. KEYES, *Assistant Kindergarten.*

Mrs. Aldrich's Training Class, Springfield, 1888. Taught in private kindergarten in Springfield, and public kindergarten in Hartford. At Bridgewater since 1895.





Three Score Years and Four

An Autobiography



I AM a STATE NORMAL SCHOOL in the town of Bridgewater, in the County of Plymouth, in the State of Massachusetts. My originators were distinguished for their philanthropy and the courage of their convictions. My first godfather was Horace Mann, the first Secretary of the Massachusetts Board of Education. His associate sponsors were the first members of the Board, men widely known, Gov. Edward Everett, James G. Carter, Rev. Emerson Davis, Rev. Edward A. Newton, Robert Rantoul Jr., Rev. Thomas Robbins, Jared Sparks, and Edmund Dwight who paid one-third the expenses of my support the first three years of my life. Other prominent friends of my advent were Rev. Charles Brooks, Hon. John Quincy Adams, Hon. Daniel Webster, Hon. Artemas Hale, Rev. George Putnam, and Ichabod Morton who said, "If the kingdom of heaven is to come on the earth it will come through the Normal school."

Nearly two years were spent in the vain endeavor to raise \$10,000 to erect a new home for me. Then the town of Bridgewater gave the use of its old Town Hall for my home, and here I was born on Sept. 9, 1840. Twenty-one young women and seven young men were present to welcome me.

My mother was the necessity for better teachers in the public schools of the State. My father was Nicholas Tillinghast, a native of Taunton, Mass., and a graduate of the United States Military Academy at West Point, in which he had been an Assistant Professor for four years. He had resigned his commission in the army and was teaching in Boston when he was selected by Horace Mann to bring me into being and establish my life. He was thirty-five years of age at this time.

The Committee of the Board who reported rules and regulations for the government of the first Normal Schools had an interesting conception of what the head of the Normal School should be. They said in their report,

“We will not undertake to prescribe rules for the internal discipline, classification, and order of study of the School. We want at the head of every school a man of such energy and skill, that having furnished him with school-house, scholars, and apparatus, and a bare outline of our plans and wishes, we can trust him to say with the Principal of the Haarlem School, ‘I am the Code; there is no other.’ And indeed there is no other that will accomplish our designs in a manner satisfactory to the public and to the benefactors of the Normal Schools.”

My father was a man of rare power of discernment, of singular purity of spirit, of marked aptitude for teaching, of most accurate scholarship, and of entire self-abnegation. He devoted himself unsparingly to the work of establishing my life upon a broad and deep foundation. He said, “My idea of a Normal School is that it should have a term of four years; that those studies should be pursued that will lay a *foundation* on which to build an education. The number of studies should be comparatively small, but much time should be given to them. The teacher should be so trained as to be *above* his text books. Whatever has been done in teaching in all countries, different methods, the thoughts of the best minds on the science and art of instruction should be laid before the neophyte teachers. In a proper Normal School there should be departments, and the ablest men put over them each in his own department. Who knows more than one branch *well*?”

I was an experiment the first three years of my life, but I had so much vitality at the end of this period that my lease of life was renewed for three years more, and when this lease expired, I was adopted by the State, and christened the Bridgewater State Normal School. At this time the friends of Horace Mann, as an expression of their appreciation of his labors in behalf of the common schools, contributed \$2500 and secured an equal appropriation from the legislature, which with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for me in the first State Normal building erected in America. Dr. George B. Emerson was a warm friend of the school; he contributed the furnaces for this new building.

My father wrought for me for thirteen years; several terms in this period he taught without any assistant. Failing health compelled him to resign his charge.

His work was taken up and carried forward in the same spirit for the next seven years by Marshall Conant, A. M., “Father Conant” as he was affectionately called by his pupils, a native of Pomfret, Vermont, who was fifty-three years of age when he came to this position from the varied life of an engineer, an author, and a teacher. The crowning traits of his character were his love of truth and his faith; he sought the truth with his

whole soul. His whole mind and strength were given to his teaching. He threw into his life the poetry of pure and holy motive. By his fidelity, his enthusiasm, and the inspiration of his life he constantly drew his pupils to higher fields of thought and life.

Declining health made it necessary for Mr. Conant to resign his office, and Albert G. Boyden, the present principal, was appointed to conduct my life. He is a native of South Walpole, Mass., was trained to a good physique and the habit of work on the farm and in the blacksmith shop of his father. He has striven since he was fourteen years of age to qualify himself to be a true teacher. This has been the ambition of his life. He was a graduate of this school under Mr. Tillinghast, was three years an assistant teacher with him, one term an assistant with Mr. Conant; then three years principal of the English High School of Salem, Mass.; one year Sub-master of the Chapman Grammar School, Boston; and then three years first assistant with Mr. Conant. In his service as assistant in this school and in his four years' teaching elsewhere he had taught nearly all the branches of study in the Normal School course, which fitted him to take hold intelligently of the conduct of my life. He was thirty-three years of age when he entered upon his principalship and has directed my life in harmony with the spirit and principles of my father.

The number of different assistant instructors who have taken part in the unfolding of my life is eighty-five, eleven of whom served under the first principal, thirteen of them served under the second, and sixty-eight have served under the third. Twenty-four of the latter have served in the Model School. Seven of these assistants have become principals of Normal Schools. Eliza B. Woodward, the first permanent lady assistant, served from 1857 to 1887.

My course of study is the outcome of the study, observation, and experience of all my instructors from the beginning of my life to the present time. It has grown like a great tree spreading its roots and branches wider each year. In 1846 it extended through three consecutive terms of fourteen weeks each; in 1855 it was made three consecutive terms of twenty weeks each; in 1865, four consecutive terms of twenty weeks each; in 1869 the four years' course was established. I now offer the regular course of four years and five other courses,—the Elementary, Intermediate, Kindergarten, Post-graduate, and Special course for experienced teachers.

The last thirteen years we have had the Central Village School in our building as a school of observation and practice for the Normal students.

The average attendance per term for the first ten years of my life was fifty-three; for the last four years it has been two hundred and sixty-five.

In 1860, my home consisted of one and one-fourth acres of land, and a single two story wooden building, forty-two by sixty-four feet, with a meagre equipment, whose total value was about twelve thousand dollars. At the present time it consists of sixteen and three-fourths acres of land and seven buildings, which have cost one-half million dollars. The main school building in its interior arrangement, heating, lighting, ventilating, heat-regulating, electric time service, and equipment is one of the best Normal School buildings in the country. Its collections and apparatus are the product of forty years of continuous effort. We have a first class modern gymnasium. The residence halls provide a happy, social, home life conducive to the best preparation for teaching, and the out-door conditions are most favorable to health and strength.

I have been a school for co-education from the beginning, combining the strength, beauty and goodness of both sexes. I have received 5269 pupils, 1330 men, 3939 women. And have graduated 3428; 884 men, 2544 women. 65 per cent. of all in attendance have been graduated. Careful returns show that 95 per cent. of my pupils have engaged in teaching, and the total of their work aggregates 30,000 years of teaching.

My graduates have gone forth into all the lines of educational work from the rural school to the Secretaryship of the State Board of Education. They are today teaching in all the grades of public schools. Nearly sixty of them are at the present time Masters or Sub-masters in the grammar schools of Boston. Fourteen have become principals in Normal Schools. Thirteen are at this time public school superintendents of this State. Others have passed from teaching into the professions of law, medicine and theology, and many others are making homes which are centres of power and influence for good in the life of this and other States.

My life thus far has been, and I trust it will always continue to be, an ever widening stream of influence for good in this good old Commonwealth of Massachusetts. My graduates have wrought on every continent and in the islands of the sea. My founders builded better than they knew.

The New Secretary of the State Board of Education



OUR SCHOOL has been highly honored by the appointment of one of its alumni, George H. Martin of Lynn, to the office of Secretary of the State Board of Education. His name is enrolled with those of Horace Mann, Barnas Sears, George S. Boutwell, Joseph White, John W. Dickinson, and Frank A. Hill, who have successively held this honorable office since the appointment of the Board in the year 1837. Mr. Martin was instructor in this School for eighteen years, then an agent of the State Board of Education for ten years, and for the last twelve years he has been one of the supervisors of the public schools of Boston. His character, ability, and varied experience give him peculiar fitness for the important position he now holds. An interesting article from his pen upon the Tuskegee Normal School will be found upon another page of the Offering.

The St. Louis Exhibit



DURING the month of March the exhibit assigned to the school by the Commissioner of Education was arranged and shipped. It consisted of two parts, the Normal department being represented by an outlined description of the four years' course, and the Model School by illustrative material indicating the course in Nature Study.

The four years' course was outlined on thirty-two large printed sheets

which indicated the scope, purpose, and material of each department. This was supplemented by large photographs of the laboratories and libraries, and in many cases the students were represented in their class work. Typical outlines were selected to illustrate the method of treatment of the various subjects. The professional phase of each department was brought out into special prominence.

The exhibit of Nature Study was arranged in the order of the grades from the kindergarten through the ninth grade, and showed the work of the children and student teachers. In each grade there was a type-written plan of the work, and this was followed by drawings, paintings, written papers, and copies of blackboard sketches used by the teachers.

The special points illustrated by the exhibit were: 1. A plan of work running through the whole course based on the periods of the child's development. 2. Emphasis on out-door observation for large views of nature, as preparation for schoolroom teaching. 3. The establishment of a large amount of apperceptive material for use in geography, literature, and art. 4. The maximum use of sketching, painting, and oral reports as the child's natural mode of expression. 5. The close relation of nature to human interests personifying myths, imaginative poems, love of the wild, practical uses or injuries. Photographs of some of the grade rooms showed the nature environment created by the beautiful arrangement of plants, and a few pictures of the home gardens of the children illustrated the practical application of the school work. A collection of mineral boxes taken from the specimens used by the children was sent with the papers. The exhibit was open one day for the inspection of the school and the public, and a large number availed themselves of the privilege. Many of the specimens of work shown were of great merit.

A great deal of credit is due to the teachers and student teachers for the hard and patient work put into the preparation of the exhibit at such short notice.

A Glimpse of Tuskegee.



EVERYBODY has heard of Tuskegee. We have listened to Mr. Washington, or have read his book "Up from Slavery," and have wondered if the pictures he has painted were too highly colored. The visitor to the school finds himself more than satisfied. If he can spend an evening there, he will find every class-room full of earnest, attentive young men and women who have been working all day in the shop or on the farm. These are persons who are too poor to pay the expenses of the regular course, but who are allowed credit for their labor so that after a time they may take up the regular work. Most of the academic work done by these students is quite elementary.

But there is some high grade work done in the regular course. I was much impressed by some delicate analytical work in chemistry carried on by a class of girls in training for nurses. An exercise in geometry, too, was quite equal to anything I have seen in northern high schools. The thinking was clear and accurate, and the spirit of the class-room was unusually kindly and cheerful.

The industrial work is splendidly done. Every phase of industrial life which the needs of the community call for is exhibited. The heads of the departments and the men and women in charge of the special shops are highly trained specialists, graduates of normal schools or colleges, or technical students.

For the men there are carpentry and house-building, cabinet work, wagon-building, harness-making, upholstery, tin-smithing, tailoring, blacksmithing, forge and lathe work and farm work. For the women there are cooking, dress-making, millinery, laundry work, poultry-raising and dairy work.

The buildings are large and substantial, all built by the students, and scrupulously clean. All the domestic work, as well as the farm work, is done by the students. The farm contains 2,600 acres, and is rapidly being brought under higher cultivation. The boys learn road-making, tree-planting and care, the care of stock, as well as the ordinary processes of agriculture. All this is

based on a thorough scientific course.

A most impressive sight is the chapel gathering, the last exercise each day. About 1,500 students and teachers gather for a brief devotional exercise. One has not heard the plantation melodies until he has heard them sung by the trained choir of 150 voices with 1,400 more for the refrain.

I came away with the query, when will the boys and girls in the more favored North have as good an opportunity for an all-round education as is afforded by Tuskegee and Hampton to the children of the despised races?

Harvard



HERE has been a growing tendency, during the past few years, for the young men to take up university study after graduation from the Normal School. The following graduates are studying at Harvard: Pellissier, '03; Carroll, '03; Leonard, '02; Packard, '01; Gammons, '01; Armstrong, '02; Matossian, '03 is at Yale. MacKendrick, Savary, Tilley, and Perry, who have been with us for a year or more, are studying at Harvard. From two to three years' credit has been given by the Lawrence Scientific School to our graduates. This generous treatment by Harvard is greatly appreciated and we are very glad to see our young men responding to it. We are also glad to hear, as we do from various sources, that the work done by the Bridgewater graduate has been of such a character as to justify the credits given. Those who are planning for Harvard in the future will no doubt feel themselves under obligations to sustain the good reputation thus far maintained in order that the present cordial relations existing between Harvard and Bridgewater may be continued. That the work of the boys at Harvard is not over monotonous would seem to be indicated by the spirit of their communication found elsewhere in the Offering. Their visits to Bridgewater will always be most welcome.

Graduation 1903



THE class which graduated June 23d, 1903, in the sixty-third year of the Bridgewater Normal School, twelve had taken special courses, ten were from the four years' course, twelve from the three years', and sixty-four from the two years' course. The choruses by the school, "Come Fairies, trip it o'er the grass," and "Daybreak," were very pleasing and excellently rendered. The address was delivered by Rev. Charles H. Beale, D. D., of Roxbury. His theme, "Education," was treated broadly, and in its applications to experience, furnished many suggestive and valuable thoughts. We may regard every event of life as having a beneficent educative power, if we will heed the lesson. The wise man is he who learns to extract from every small annoyance, every grievous affliction, its compensating discipline. In this temper, disheartened by no failure, challenging each day to give us its deepest meaning, we may meet the worst ills dauntless and unmoved.

"It matters not how straight the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul."

The diplomas were presented by the Principal, who in his address to the graduates emphasized the influence of thought upon character. We are no better than the imaginings of our hearts. Our silent thoughts are the foundation of all we are, all we achieve.

Mr. Carroll presented to the school as the gift of the graduating classes, two interesting pictures, "The Choice of the Caskets," and "The Meeting of Dante and Beatrice."

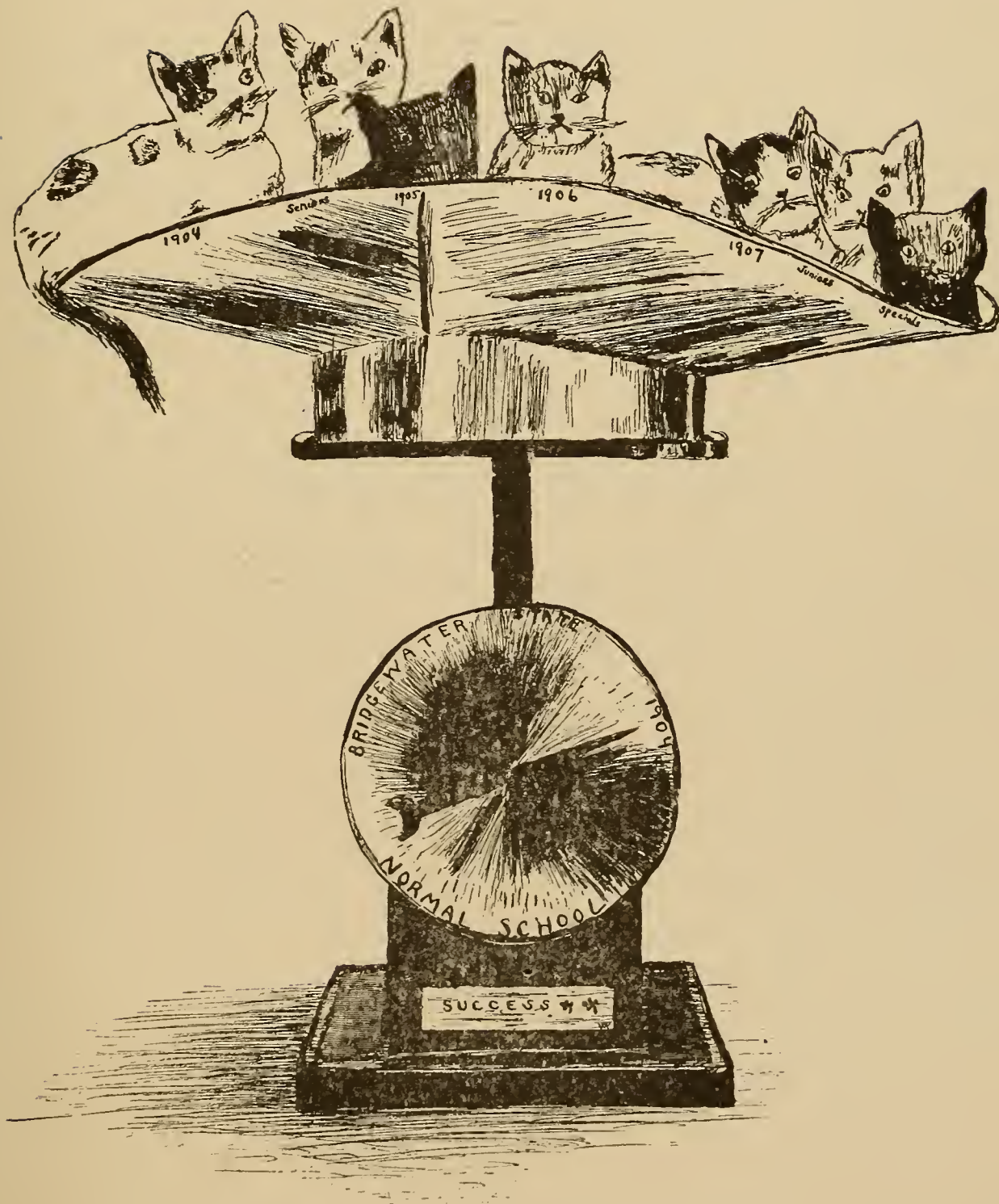
Mingled with the bright mood of the hour was a graver thought, the memory of a voice that is still. The loss of Mrs. Palmer was felt as a new and poignant regret, as we remembered the many similar occasions on which her presence had been a delight and an inspiration. Let us rejoice that the light of inspiration does not fade when the human life is withdrawn from our sight.

It is a pleasant custom that has recently been adopted, of adding the traditional ivy-planting as an afternoon ceremony. After the Seniors and Juniors had marched in procession to the west side of the school building, the exercises were as follows;—oration, Edna Scott; poem, Hattie B. Grover; history, Linna Ferrer; prophecy, Sara Allen; presentation of spade to juniors, Blanche Brickett; acceptance, Arthur French; singing by Seniors.

A new event this year was a pleasant reception given by the four-year classes after the ivy exercises. It was held in the gymnasium, and was an enjoyable feature of the day. The usual promenade concert was given in the evening in Assembly Hall.

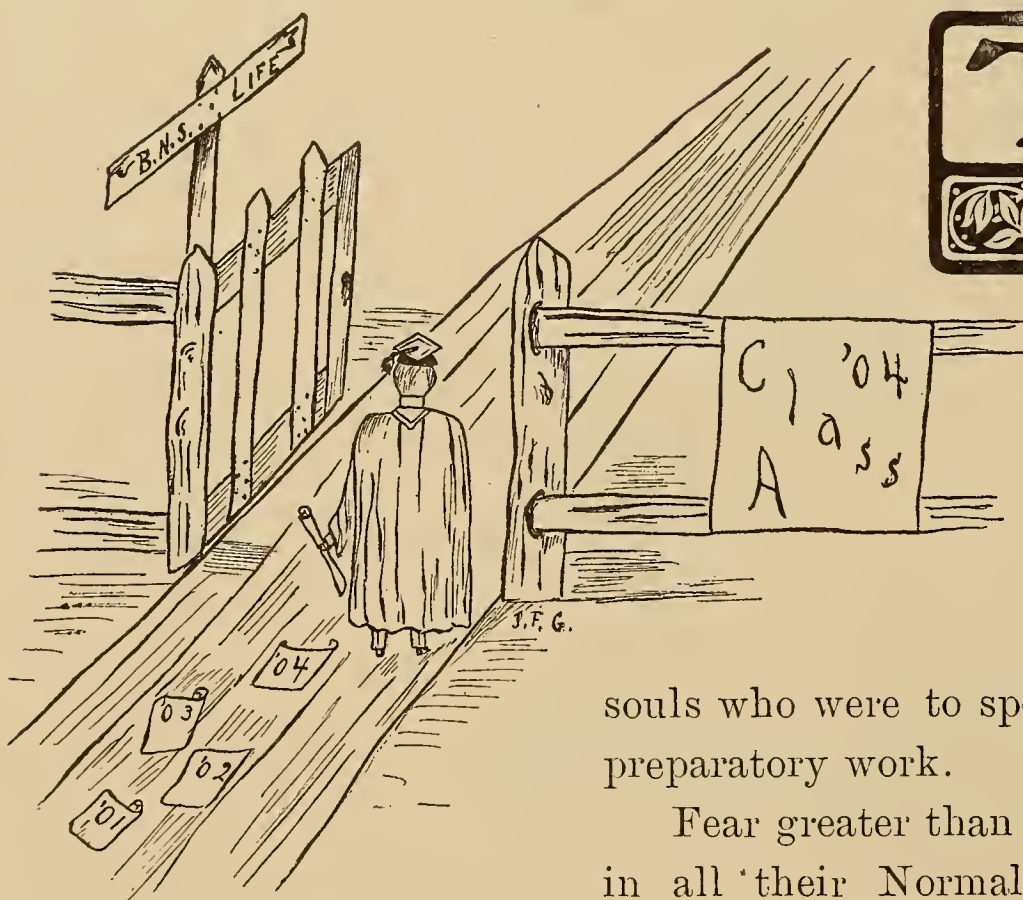


Class Histories



Class A

ARTHUR W. HAPGOOD,	President
JOSEPH F. GOULD,	Vice-President
CHESTER F. MILLER,	Secretary and Treasurer
LUCY E. HAYWARD,	Historian



THE days of vacation pass quickly, and hardly a week did it seem to the members of Class

A. before they must again return to their duties. Many greetings passed from one to another of the small but faithful band of nine

souls who were to spend their last year in the preparatory work.

Fear greater than they had ever before felt in all their Normal experience came to them when for the first time they entered the Model School. But their fears were groundless, as to their amazement they discovered that teaching was not the bugbear that they had supposed, but was rather a pleasure. With reluctance rather than eagerness did they leave this line of work.

Psychology, too, possessed a charm for Class A, and many new truths came to them from the instruction of their principal. One member of the class, sorrowful to relate, thought that it was permissible to falsify if the

12 John M. Gibson
 11 Robert O. Smith
 10 George E. Raymond
 9 William E. Hays
 8 John M. A. Smith
 7 Charles E. Miller
 6 Joseph E. Gould
 5 Robert O. Smith
 4 John M. Gibson

1 Mary L. Kimball
 2 Anna L. Kimball
 3 John M. Kimball
 4 William E. Kimball
 5 Charles W. Kimball
 6 Joseph W. Kimball
 7 Robert O. Kimball
 8 John M. Kimball
 9 John M. Kimball

1	Mary L. Kimball.	10	Gertrude E. Raymond.
2	Anson B. Handy.	11	Fanny G. Blair
3	Annie D. Cheves.	12	Eliza A. McTaggart
4	John M. McDonnell.	13	Emily S. Blake
5	Lillian M. Kirmayer.	14	Lucy E. Hayward.
6	Arthur W. Hapgood.	15	Chester F. Miller.
7	Charles W. Walter.	16	Joseph F. Gould.
8	Clare A. Crowley.	17	Raida Osborn.
9	Florence V. Estes.	18	Julia M. Shipman.



cause was good. She was forced to change her opinion, however, since it was decided that the instance which she cited was probably that of a child to whom lying was habitual. The peculiar thing about the whole matter was that it was discovered that she was the child.

Good things never seem to last long enough, so Class A had to leave the work in which they had taken much interest and begin other work. Now, Class A, few as they already were, separated. Some of the Class preferred to become more perfect in the art of reading and in the knowledge of the heavenly bodies (this latter portion being composed mostly of ladies who are no doubt more interested in the stars than are the gentlemen) while others chose rather to toil morning, noon, and night endeavoring to solve weighty problems in analytical Geometry and Trigonometry. These subjects did not appeal to the ladies, which was a very fortunate coincidence, since they afterward learned how unscientific their minds were.

At this time, there came a change in the usual quiet routine of Class A, and a meeting was called to consider what should be done by Class A in regard to certain irregulars, waifs lost in a great city. Out of kindness and generosity, Class A decided to gather them into its fold and make them in body, if not in spirit, members of its ranks.

After the April vacation they were very busy preparing for graduation and the many events attending thereon. On that great occasion each member must look his best, and receive his friends who have come to praise and criticise as befits a member of Class A.

Class A will face the ordeal, and, like those who have preceded, will come out victorious, leaving Alma Mater, and beginning the new life better, wiser, and truer men and women for having spent four years at B. N. S.

Class Roll

JOSEPH FRANCIS GOULD,

Rockland, Mass.; P. O. Hatherly.

Pres. class '03; vice-pres. '04; sec. and treas. Tennis Club '03-'04; editor-in-chief Normal Offering '03; editor '04; foot ball '01-'04: captain '03; baseball '01-'04; captain '03; basket ball '01-'04; captain '02.

ANSON B. HANDY,

Cataumet, Mass.

Pres. N. A. A. '03; ass't. business manager Normal Offering '03; editor-in-chief Normal Offering '04; foot ball '02-'04; baseball '02-'04; basket ball '01-'04, captain '04.

- ARTHUR WILLIAMS HAPGOOD, Uxbridge, Mass.
 Vice-pres. class '03; pres. class '04; pres. Tennis Club '02-'04; auditor Normal Club '04; ass't. manager Normal Offering '02; business manager Normal Offering '03; foot ball '01-'04; baseball manager '04; basket ball captain '01.
- JOHN M. McDONNELL, Rockland, Mass.
- CHESTER FREDERIC MILLER, Broad St., Bridgewater, Mass.
 Sec. class '01-'04; treas. class '04; foot ball '01-'04; captain '01; baseball '01-'04; captain '04; basket ball.
- CHARLES W. WALTER, Hyannis, Mass.
 Class historian '01; Normal Offering Board '01; foot ball '01-'04; baseball '03-'04; ass't. manager '04; basket ball '01-'04.
- EMILY S. BLAKE, 183 Kempton St., New Bedford, Mass.
 Basket ball '02.
- FANNY G. BLAIR, Bridgewater, Mass.
- ANNIE DRYDEN CHEVES, Lanesville, Mass.
 Vice-pres. Normal Club '03; Tennis Club '03-'04.
- FLORENCE V. ESTES, South Hanson, Mass.
 Class sec. '01.
- RUTH M. GAMMONS, Bridgewater, Mass.
- LUCY E. HAYWARD, Halifax, Mass.
 Class historian '04.
- MARY L. KIMBALL, Hingham Centre, Mass.
 Tennis Club; basket ball '02-'03.
- LILLIAN MARIE KIRMAYER, Bridgewater, Mass.
 Vice-pres. class '01; treas. class '02; Normal Offering Board '02; Tennis Club, vice pres. '04; basket ball '02-'04; captain '04.
- CATHARINE F. LYNCH, 411 Montello St., Brockton, Mass.
- E. BLANCHE MASON, Maynard, Mass.
 Basket ball '02-'04.
- ELIZA McTAGGART, Middleboro, Mass.
 Class vice-pres. '03.
- RAIDA OSBORNE, Edgartown, Mass.
 Normal Offering '03; basket ball '03-'04.
- GERTRUDE ELEANOR RAYMOND, Whitman, Mass.
 Class sec. '02.
- JULIA M. SHIPMAN, 553 Boylston St., Boston.
 Normal Offering '04; Tennis Club.

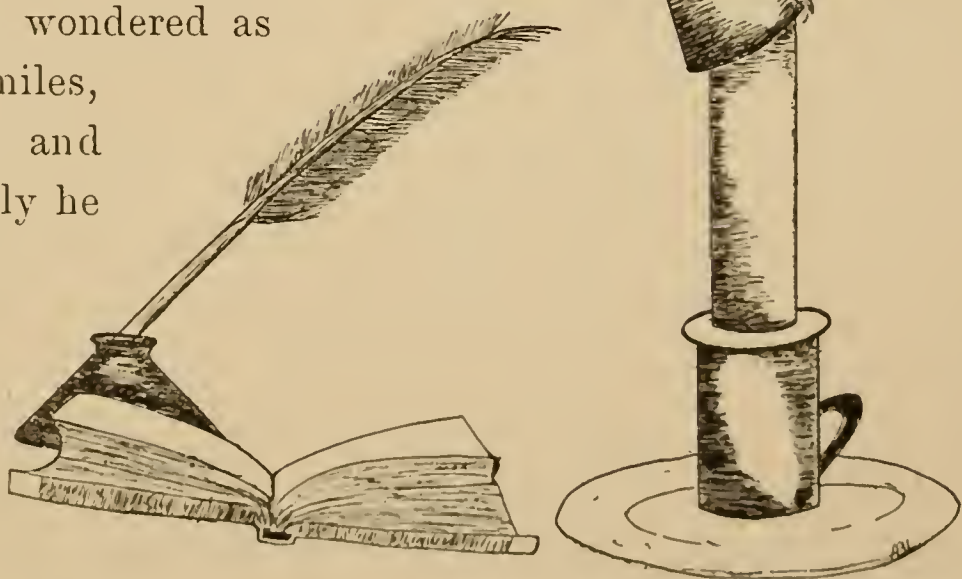
Seniors

MILDRED H. TAVENDER,	<i>President</i>
GERTRUDE E. SMITH,	<i>Vice-President</i>
STELLA M. JONES,	<i>Secretary</i>
JOHN H. GRAHAM,	<i>Treasurer</i>
ETHEL A. RONALDSON,	<i>Historian</i>

*“Men must endure their going hence
even as their coming hither; ripeness is all.”*



THE West Wind of the autumn days was moving toward the coast. This wind brought happiness to some, to many made life seem less dreary. He himself pondered much over the various sights he saw. He wondered as he blew, travelling many miles, whither so many youths and maidens were going. Finally he came to some imposing looking buildings, and saw that he was really at the Bridgewater Normal School. He saw many maidens greeting one another, as after a long separation, and he thought he saw among them, here and there, a youth, but he was not certain as to that.



The West Wind lingered here for many days. He rejoiced to see the

happy faces. He regretted to see the heavy burdens with which many started to school in the morning, but by listening he found it was only the class of 1904 carrying their drawing boxes and history reference books.

This West Wind saw them rowing on Carvers, walking through the woods, playing tennis on the campus, and best of all shouting at the foot-ball games. The days went by and winter came and still happiness reigned.

As the winter advanced, the West Wind departed, and the East Wind came blowing in. The most mysterious maladies began to float about. In every seemingly harmless thing some evil lurked. To add to other troubles, an epidemic of the measles started and even seniors were stricken down. A fitting climax came. The seniors had been proud to say that in their class there were two youths and one of them the president of the class. And now the president deserted them and no inducements had the power to move him from his decision. He had been earnest in his work as president and the class appreciated him and were loth to have him resign. Yet the best was made of it and an able president elected.

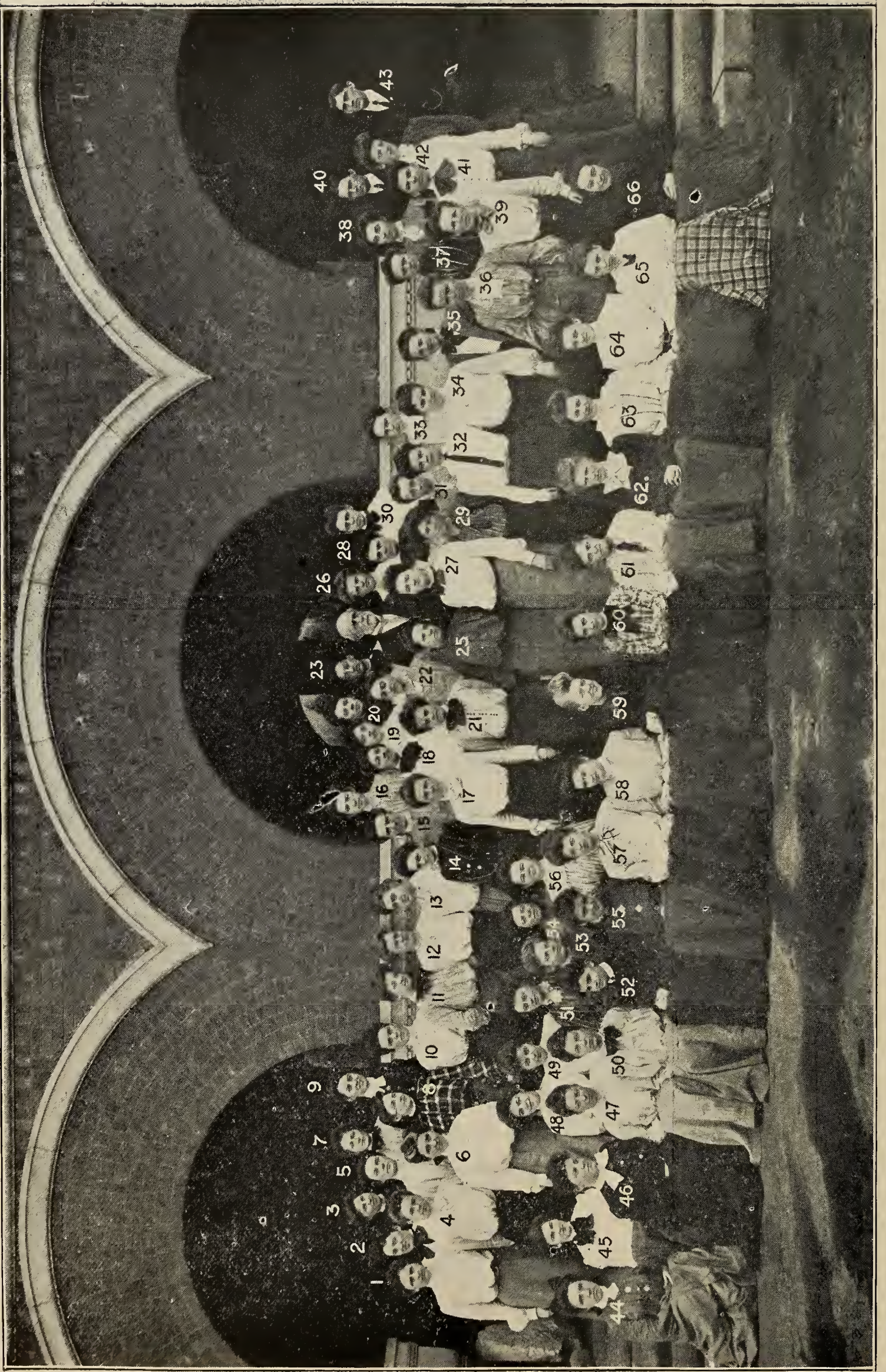
In the class meeting preparatory for graduation, much hurried business was transacted. In these class meetings a proper spirit of inquiry was shown; in one meeting an earnest seeker after knowledge asked who was to take the class picture for the Normal Offering. On being told a certain Boston photographer, she was horrified at the idea of the whole class having to go in a body to Boston. She showed great relief upon finding that in this case the city came to the town instead of the town going to the city.

After the winds came a calm. The seniors began to realize that their course was nearly over. They had been earnest workers, in fact many of them were enthusiasts in their zeal. They might well be proud of many things credited to them. They had been leaders in some things and in many they had been good followers.

In their junior year they had shown the ability to grow and to hold on to good qualities. Though defeated in basket ball they had persevered and this year had shown an undaunted spirit to the Sections.

Their regard for B. N. S. has grown with every succeeding day, and they know that, no matter what they do in the future, their services for B. N. S. will always be small compared with what it has done for them. They have learned to get more out of their work and more out of their pleasure.

Perhaps the thing for which they are most thankful is the sure foundation the Bridgewater Normal School has given them. Though in the future it may sometimes seem that ideals they have cherished are too lofty and even impractical, a little thought sent back to lives of those with whom they lived for two short years will tell them that ideals can never be too high.



1	Marian Poole.	18	Ethel Ann Ronaldson.	35	Alice Forbes Joss.	52	Margaret Elizabeth Doyle.
2	Mary Alice Gilmartin.	19	Edith Chase.	36	Mattie Brooks.	53	Lillie Hale Downing.
3	Gertrude Agatha Kenney.	20	Maude Ellsworth Brackett.	37	Florence Joyce Davis.	54	Ivannetta Martin Warren.
4	Edith Pearl Sweetzer.	21	Elizabeth Roberts Clark.	38	Mary Edna Holden.	55	Agnes Florence Gillen.
5	Bertha Delphine Hawes.	22	Mabelle Almira Wilson.	39	Florence Alma Belcher.	56	Bertha May Bemis.
6	Frances Marguerite O'Connell.	23	Helen Frances Bachelder.	40	Arthur Tapley French.	57	Gladys Worth Howe.
7	Gertrude Emma Smith.	24	Albert Gardner Boyden, Prin.	41	Charlotte Louise Turner.	58	Helen Margaret Warren.
8	Eunice Adelaide Jones.	25	Lora Monroe Hunt.	42	Mildred Packard.	59	Louise Manning Howe.
9	Elizabeth Bertha Beaudry.	26	Helen Reed Beal	43	John Henry Graham.	60	Florence Dyer Webster.
10	Fannie Marie Devine.	27	Mary Webber Patterson.	44	Florence Evangeline Tarleton.	61	Sarah Murdock Shaw.
11	Alice Louise Reynolds.	28	Mabel T. Gifford.	45	Elizabeth Agnes Downey.	62	Bertha Florence Vaughan.
12	Alice Viola Mace.	29	Mary Litchfield Hunt.	46	Phyllis Elizabeth Gay.	63	Katherine Agnes Boyle.
13	Mildred Harriett Tavender.	30	Agnes Louise McManama.	47	Agnes Mable Fenton.	64	Winnie Angeline Clark.
14	Ethel Louise Taylor.	31	Edna Avis Winans.	48	Elizabeth Mary Lane.	65	Helen Josephine Fitzgerald.
15	Bessie Bradford Allen.	32	Lillian A. Baker.	49	Zelma Butler Lucas.	66	Alice Eva Howe.
16	Edith Frances Guild.	33	Bertha Elizabeth Waldron.	50	Stella Marie Jones.		
17	Mary Louise Preston	34	Lena Burbank Libby.	51	Marion Louise Hawes.		

17	Mary Louise Preston	34	Leah Barbara Gibby	21	Marian Louise Himes		
16	Edith Frances Gault	33	Bertha Elizabeth Laydon	20	Stella Marie Jones		
15	Bessie Bradford Allen	32	William A. Baker	19	Norma Butler Lucas	80	Alice Earl Howe
14	Edith Louise Taylor	31	Edna Alice Wilson	18	Elizabeth Mary Lane	82	Heleen Josephine Fitzgerald
13	William Herbert Tavenner	30	Agnes Louise McManama	17	Agnes Marie Benton	81	Winnie Angelina Clark
12	Alice John Wace	29	Mary Fitzhugh Hunt	16	Myrtle Elizabeth Gay	83	Katherine Agnes Boyle
11	Alice Louise Kennel	28	Marcel T. Gifford	15	Elizabeth Agnes Downey	82	Bertha Florence Langdon
10	Lennie Marie Devine	27	Mary Herbert Patterson	14	Florence Elizabeth Taboron	81	Edith Woodcock Shaw
9	Elizabeth Bertha Resnick	26	Heleen Reed Best	13	John Henry Graham	80	Florence Daisy Webster
8	Emmie Adelaide Jones	25	Lora Monroe Hunt	12	William Edward	79	Louise Manning Howe
7	Gertrude Emma Smith	24	Albert Charles Boyden, Junr	11	Charlotte Louise Turner	78	Heleen Margaret Moore
6	Frances Marguerite O'Connell	23	Heleen Frances Bachelder	10	Arthur Tabley French	77	Charles Wood Howe
5	Bertha Delphine Hayes	22	Marbelle Virginia Wilson	9	Florence Alma Belcher	76	Bertha May Bemis
4	Edith Bern Sweetser	21	Elizabeth Roberta Clark	8	Mary Edna Holden	75	Agnes Florence Child
3	Gertrude Agatha Kennel	20	Margie Elizabeth Brackett	7	Florence Joyce Davis	74	Isabelle Martin Warren
2	Mary Alice Chismuth	19	Edith Chase	6	Martha Brooks	73	Lucie Hale Downing
1	Marion Poole	18	Edith Ann Konaldson	5	Alice Forbes Jones	72	Margaret Elizabeth Doyle

Soon they will go out to work and they wish to make their work worthy of themselves, their teachers and their school.

Class Roll

ARTHUR TAPLEY FRENCH,	36 Magnolia St., Roxbury, Mass.
Class pres. '03-Feb. '04; business manager Normal Offering '04.	
JOHN HENRY GRAHAM,	East Boston, Mass.
Treas. class '03-'04; treas. Normal Club '03-'04; ass't. business manager Normal Offering '04; manager baseball '03.	
BESSIE BRADFORD ALLEN,	Buckfield, Me.
LILLIAN A. BAKER,	Pleasant St., Milton, Mass.
Basket ball '03-'04.	
HELEN F. BATCHELDER,	116 Front St., Exeter, N. H.
HELEN REED BEAL,	Abington, Mass.
ELIZABETH BERTHA BEAUDRY,	Reading, Mass.
Normal Offering Board '03; basket ball '03; Tennis Club.	
FLORENCE ALMA BELCHER,	Holbrook, Mass.
BERTHA MAY BEMIS,	Spencer, Mass.
Tennis Club; ch. photograph com.	
KATHARINE AGNES BOYLE,	13 Alger St., Taunton, Mass.
MAUDE ELLSWORTH BRACKETT,	15 Howard Sq., Brockton, Mass.
MATTIE BROOKS,	342 Washington St., Haverhill, Mass.
EDITH CHASE,	400 Main St., Wallingford, Conn.
Class exec. com. '04; Tennis Club.	
ELIZABETH ROBERTS CLARK,	No. Hadley, Mass.
Normal Offering Board '04; basket ball '04.	
WINNIE ANGELINE CLARK,	Monk St., Stoughton, Mass.
ALICE ELOISE COLLINS,	Lawrence, Mass.
ANNA CLARE CROWLEY,	Abington, Mass.
FLORENCE JOYCE DAVIS,	84 Tremont St., Taunton, Mass.
FANNIE MARIE DEVINE,	La Fayette St., Randolph, Mass.
Basket ball '03.	
ELIZABETH AGNES DOWNEY,	7 Warwick St., New Bedford, Mass.

LILLIE HALE DOWNING, Basket '03-'04; captain '04; Tennis Club.	78 Medford St., Medford, Mass.
MARGARET ELIZABETH DOYLE,	126 Chestnut St., Chelsea, Mass.
AGNES MABLE FENTON, Normal Offering Board '04.	Bridgewater, Mass.
HELEN JOSEPHINE FITZGERALD,	Taunton, Mass.
PHYLLIS ELIZABETH GAY,	Groton, Mass.
MABEL GIFFORD,	Fall River, Mass.
AGNES FLORENCE GILLEN,	34 Lowell St., Andover, Mass.
MARY ALICE GILMARTIN,	32 Rockland St., New Bedford, Mass.
EDITH FRANCES GUILD,	135 West St., Mansfield, Mass.
BERTHA DELPHINE HAWES, Class prophet.	64 Page St., Stoughton, Mass.
MARION LOUISE HAWES, Tennis Club; class treas. '03.	836 Main St., Waltham, Mass.
MARY EDNA HOLDEN,	586 Pine St., Lowell, Mass.
ALICE EVA HOWE,	Brockton, Mass.
GLADYS NORTH HOWE,	65 Lawrence St., Waltham, Mass.
LOUISE MANNING HOWE,	65 Lawrence St., Waltham, Mass.
LORA MONROE HUNT,	Bridgewater, Mass.
MARY LITCHFIELD HUNT,	Bridgewater, Mass.
ALICE NANA JOHNSON,	Watertown, Mass.
STELLA MARIE JONES,	Franklin St., Brookville, Mass.
EUNICE ADELAIDE JONES, Tennis Club.	Somerville, Mass.
ALICE FORBES JOSS,	10 Garfield St., Quincy, Mass.
GERTUDE AGATHA KENNEY,	51 Glenway St., Dorchester, Mass.
ELIZABETH MARY LANE, Tennis Club.	8 Baker's Ave., Weymouth, Mass.
LENA BURBANK LIBBY,	Scarborough, Me.
ZELMA BUTLER LUCAS, Normal Offering Board '03; class poet.	Plymouth, Mass.
ALICE VIOLA MACE,	7 Gould Ave., Somerville, Mass.
ELLA J. R. MAGUIRE, Basket ball '03.	Hingham Centre, Mass.

AGNES LOUISE McMANAMA,	42 School St., Waltham, Mass.
FRANCES MARGUERITE O'CONNELL,	Rockland St., Canton, Mass.
MILDRED PACKARD,	23 Tremont St., Campello, Mass.
MARY WEBBER PATTERSON,	92 So. Central Ave., Wollaston, Mass.
MARION POOLE,	11 Meade St., Charlestown, Mass.
MARY LOUISE PRESTON,	267 Bay St., Springfield, Mass.
Basket ball '04; Tennis Club.	
ALICE LOUISE REYNOLDS,	Randolph, Mass.
ETHEL ANN RONALDSON,	51 Maple Ave., Springfield, Mass.
Class historian; basket ball '03-'04; captain '04; Tennis Club.	
SARAH MURDOCH SHAW,	Middleboro, Mass.
GERTRUDE EMMA SMITH,	Great Barrington, Mass.
Vice-pres. class Feb. '04; basket ball '03; Tennis Club.	
EDITH PEARL SWEETSER,	386 LeBanon St., Melrose, Mass.
FLORENCE EVANGELINE TARLETON,	44 Lyndon St., Concord, N. H.
MILDRED HARRIS TAVENDER,	Squantum Park, Atlantic, Mass.
Class pres. Sept. '04; vice-pres. Feb. '04; vice-pres. Normal Club.	
ETHEL LOUISE TAYLOR,	83 Central Ave., Medford, Mass.
CHARLOTTE LOUISE TURNER,	21 Carleton Ave., Campello, Mass.
BERTHA FLORENCE VAUGHAN,	Carver, Mass.
BERTHA ELIZABETH WALDRON,	137 Somerset Ave., Taunton, Mass.
HELEN MARGARET WARREN,	South Acton, Mass.
IVANETTA M. WARREN,	Ashland, Mass.
FLORENCE DYER WEBSTER,	24 Harris St., Waltham, Mass.
Normal Offering Board '04; basket ball '03; Tennis Club.	
MABELLE A. WILSON,	108 Cedar St., Springfield, Mass.
Class orator.	
EDNA AVIS WINANS,	33 Orleans St., Springfield, Mass.

Specials

EMMA BLISS BURBANK,	. . . . .	<i>President</i>
MARY KATHLEEN BAKER,	. . . . .	<i>Vice-President</i>
FLORENCE WILBUR,	. . . . .	<i>Secretary</i>
EDITH AGUSTA LUCAS,	. . . . .	<i>Treasurer</i>
ELSIE V. TRASK,	. . . . .	<i>Historian</i>



ON THE 5th of October, 1903, a notice on the bulletin board with a most peculiar use of the word “special” announced to the Normal world that the Specials were awaking to the duties and responsibilities that lay before them as a class. On that day the Special Class was duly organized, consisting at that time of twenty-four members. Before many weeks two members had left us, and at the end of the first term three more had gone from our midst.



Twelve of our number came to Bridgewater after a course at some college or Normal School in a neighboring state, while fourteen have had experience as teachers. With so great a diversity of

knowledge gained in the past there is a corresponding diversity of plans for

9. Grace M. Crane
8. George H. Reed
7. Elsie A. Trask
6. Maud M. Todd
5. Ethel Reed
4. Elsie M. King
3. Bertha C. Folsom
2. Kathleen Baker
1. Edith A. Lucas

17. Emma M. Hager
16. Della M. Crayce
15. Kathryn Miller
14. Alice D. White
13. Annie D. Knight
12. Clara A. Drake
11. Willie D. Lewis
10. Eunice B. Burbank

- | | | | |
|---|-------------------|----|--------------------|
| 1 | Edith A. Lucas. | 10 | Eunice B. Burbank. |
| 2 | Kathleen Baker. | 11 | Lillie D. Lewis. |
| 3 | Bertha C. Folsom. | 12 | Clara A. Drake. |
| 4 | Elsie M. King. | 13 | Annie D. Knight. |
| 5 | Ethel Reed. | 14 | Alice D. White. |
| 6 | Hilda M. Todd. | 15 | Kathryn Wilbur. |
| 7 | Elsie V. Trask. | 16 | Dema M. Chayer. |
| 8 | George H. Read. | 17 | Laura W. Hager. |
| 9 | Lucy M. Grant. | | |



the future. But whether fitting to be kindergarten, primary, grammar or high school teachers, we have found our needs supplied here at "Normal." Three of our number are looking forward to another year of study here before taking up anew the work of teaching.

Sixteen of us have made our home in Woodward Hall, and to Mr. Boyden's statement that "Cheerfulness is sunshine in the schoolroom," we would add that "Sunshine is cheerfulness in Woodward."

The work for which we have had but a year we have entered into most heartily. Hardly a class has been free from invasions, from the Juniors, who looked upon us with fear and trembling—at first—to Class A, whose curiosity far exceeded their fear of such a learned body.

In many classes we have made statements and advanced arguments truly wonderful and startling. A teacher of five years' experience, when she became a student teacher, stated calmly, at least three times in one recitation, that four twos are ten, while college graduates have proclaimed that, "The heart is egg-shaped," and, "No tight clothing, like tight boots and gloves, should be worn about the waist." The habitat of the whale was plainly brought out in Psychology by Mr. Boyden's questioning:

"Does the whale live *in* the water or *on* the water?"

"I should think he lived *in* the water."

"How does he breathe?"

"He comes to the surface to breathe."

"Then does he live *in* the water or *on* the water?"

"Well, *I* should say he was 'on the fence.'"

One special, though not having that appearance, would seem to be of great age, judging from her oft-repeated introductory statement, "I read a *long* time ago." Her solicitude for baby snakes in time of danger led her to ask these questions, "When the snake has laid its eggs does it stay near them? If it doesn't, how does it know that it swallows its own children?"

The call for a substitute in the Main Street Grammar School gave two of the class a delightful week apiece in the schoolroom, and a discouraging amount of work to be made up when they returned to their duties as students.

The beginning of the second term found a part of the class at work in the Model School, while the rest of the class depended for enjoyment on history, maps, lichens and pore-fungi, clams and oysters, "mournful po'try," and physical exercise.

The days and weeks sped so rapidly that just when we were fairly settled, as it seemed, preparations were begun for Commencement, and we realized that soon we should come again to the parting of the ways. A backward glance assures us that this year has been one of growth, of strengthening

of character, of awakening to new responsibilities and better ideals in the life-work we have chosen.

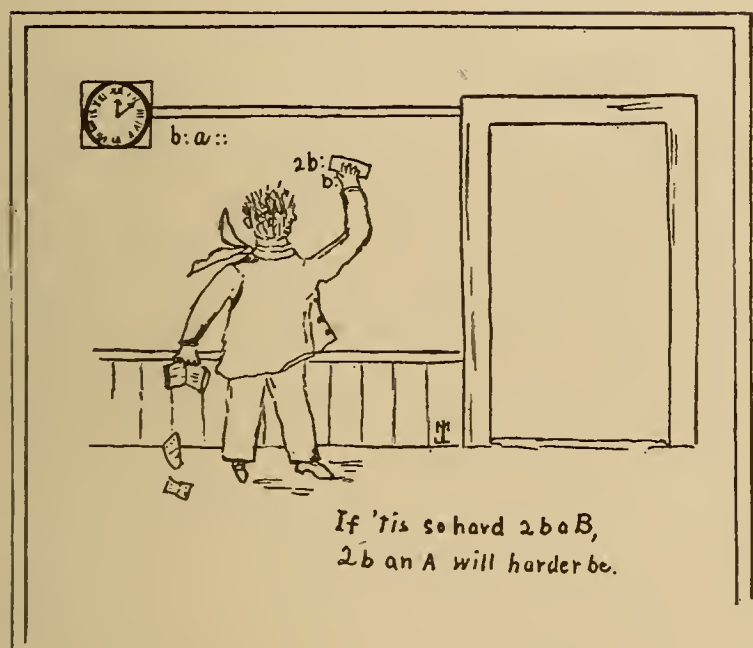
What has the future in store for us? It is ours to make or mar. Can we reasonably expect continued growth and the realization of the lofty ideals we have set before us? Surely we can, if we have the spirit which actuates the true teacher—the spirit of living for others, of seeking to make other lives richer and fuller through our service.

Class Roll

GEORGE HOLMES READ,	60 Rockland St., Fall River.
M. KATHLEEN BAKER,	Springfield, Vt.
Class Vice-president.	
EUNICE BLISS BURBANK,	Longmeadow.
Normal Offering Board. Class President.	
DEMA MAY CHAYER,	Lyndon Vt.
CLARA A. DRAKE,	Easton.
BERTHA C. FOLSOM,	118 Ash St., Manchester, N. H.
MARY T. FROST,	Campello.
LUCY MAY GRANT,	North Hanover.
LAURA WINIFRED HAGER,	South Deerfield.
ELSIE M. KING,	91 High St., Lawrence.
ANNIE DEAN KNIGHT,	Hopedale.
MABELLE M. LANG,	Lakeport, N. H.
FANNY HEYWOOD LEARNED,	Fall River.
LILLIE D. LEWIS,	Caribou, Me.
EDITH A. LUCAS,	Littleton.
Class Secretary.	
A. ETHEL REED,	185 Glenway St., Dorchester.
GEORGIA M. ROBBINS,	West Boylston.
EDITH M. SMITH,	Eastham.
HILDA M. TODD,	Rio Piedras, Puerto Rico.
ELSIE V. TRASK,	Bellingham.
Pres. Y. P. S. C. E.; Class Historian.	
ALICE D. WHITE,	East Bridgewater.
FLORENCE WILBUR,	131 Niagara St., Providence, R. I.
Class Treasurer.	
KATHRYN WILBUR,	53 Market St., Campello.

Class B

C. FRANCIS AHERNE,	<i>President</i>
LAURA B. TOLMAN,	<i>Vice-President</i>
PHŒBE ETHELLA REID SHAW,	<i>Secretary</i>
MARY A. HAYES,	<i>Treasurer</i>
MARY E. HADLY,	<i>Historian</i>



OR the third time we record the events of a year of our school life. How swiftly these three years have passed, each apparently with greater speed than the preceding! But a brief time it seems since we returned last fall, to resume our work, interrupted by the pleasant summer holidays.

Upon our return, we found that two of the class were not to continue their work with us. We were further decreased in number by the withdrawal of those pursuing the three years course, who had previously recited with us in many studies.

The restraint of school, after the freedom of vacation, was greatly lessened by the fact that one branch of study required us to spend part of the session in the open air. Every pleasant day we provided ourselves with stools and wraps, and went forth, accompanied by our teacher, on a sketching expedition. To many of us this was new work, and at the start we found it difficult, yet it offered us much enjoyment.

We realized the great principle, that at all times there must be either advancement or a retrogression. To any one who had seen our first sketches it would be clearly manifest that only the former course could be possible. This realization gave us courage to maintain an increasing endeavor. After about three weeks the weather rendered it feasible to discontinue this line of work. It was then a source of pleasure to us to know that we truly had advanced, for our lilac bushes were no longer mistaken for grass, nor our trees for haystacks, a thing which has previously occurred.

We shall not soon forget our experiences in Room 29. Evidently we were not all adapted to the branch of learning pursued there. Whenever we all were in our places before time for recitation—which frequently was not the case—our instructor employed a few moments in relating briefly some interesting incident. One day he told us of a distinguished man who said that in all his experience he never knew but one person endowed with a truly mathematical mind and that this person was deficient in all other branches. After relating this our instructor remarked that it might be a source of comfort to some of us. No doubt he was fully justified in his opinion that we needed such comfort.

It was in this class that Mr. S——ler showed the possession of “experience with the subtle compassment of wit” so essential to the understanding of Algebraic Proportion. However, we did not allow the young men to acquire all the fame. One young woman, at least, became famous, for who has not heard of Miss Her——y’s “remarkable celerity in proving fallacies” not to mention her practical remarks. A question was raised concerning the completeness of a proof, the questioner not realizing that axioms need no proof. Miss Her——y took the defensive and silenced her opponents by stating that “anyone with an atom of common sense would know how to prove that.” We proved many “very pretty theorems” and learned many truths in “Elementary Algebra,” yet we felt that the value of the term’s work lay not chiefly in the acquisition of facts, nor even in the mental discipline, but in the awakened desire to delve into the depths of mathematical knowledge.

For some members of the class, Room 29 has other interesting associations, for there the Physics class assembled, composed of the young men of Class B., with Miss H——es as sole representative of the young women. From rumors, we learned of “the symphony orchestra” organized by them while studying sound. Without doubt we shall hear more of this musical society in the future.

In the English class Mr. Fr——an has shown remarkable power in expressing his thoughts effectively. In retelling the Courtship of Miles Standish, he gave us a most vivid picture of the first conversation of John and

Priscilla. Concerning John's action we learned that "he took all sorts of shapes to persuade her," moreover that his words "took Priscilla kind of sudden." Later in his brief? talk he pictured to us the Mayflower "steaming out of the harbor."

As a class we have not always been noted for our industry, yet we knew that our spirit of diligence was increasing, and hence were not surprised to hear Miss Mer——t say "Miss Jameson is a regular Bee."

At the beginning of the spring term, we entered upon our first work in connection with the Model School. We were acquainted with labratory work in several lines of study, and considered ourselves competent to observe. Only a short time, however, was needed to convince us of our mistake, for this "higher kind of laboratory work" required a keener, more delicate power of observation than we had yet acquired. We trust that this power will grow like all which we earnestly strive to possess.

One year of our preparation yet remains. Let us use the time wisely, that we may go forth at its close well fitted for our noble lifework.

Class Roll

Aherne, Cornelius Francis	North Abington	Keith, Bethia Stetson	Myricksville
Freeman, Thomas Eli	Bridgewater	Hersey, Ione Thurston	Medford
Sadler, Edward T. N,	New Bedford	Jameson, Mildred Louise	Brockton
Baston, Carolyn B,	York Harbor, Me.	McIntyre, Catherine Marea	Brockton
Campbell, Flora Washburn	East Taunton	Shaw, Phœbe Estelle Reid	Mattapoisett
Hadley, Mary Elizabeth	Goffstown, N. H.	Tolman, Laura Bird	Winchester
Hayes, Mary Anne	Bridgewater		



Juniors

HERBERT H. BENEDICT,	. . . . .	<i>President</i>
ETHEL F. KING,	. . . . .	<i>Vice-President</i>
CLARA L. KRAMER,	. . . . .	<i>Secretary</i>
RUBY C. CORWIN,	. . . . .	<i>Treasurer</i>
FANNIE A. ROBINSON,	. . . . .	<i>Historian</i>



THE members of the class of 1905 entered the Bridgewater Normal School with the same feeling and

under the same conditions encountered by many other classes whose histories you have read; although we were led to believe by many who had preceded us, that we were an unusually deep shade of "freshman green." But such color always fades before "Normal light", and probably ours will become the deeper red.

The first night was one of fear and awe, and all felt like the "stranger in a strange land." But we soon became acquainted; all the other students spoke kindly to us and made us feel quite at home; while Mr. O'B——n, the Juniors' "kind adviser," indicated the many difficulties that would be ours and pointed out the paths of right to us.

The first ten weeks were full of extraordinary adventures. One and all became victims of that "shaky feeling," which is the bane of each Junior in his first experience as a teacher before his class. The elementary psychology class was a source of great interest to all. There we were informed by one of our number, that an animal which produced her young by eggs was an "incubator," which seemed a characteristically brilliant definition. When one of

us had forethought enough to ask, "Are we to skip mountains if we cannot teach them?" we received this answer, "No, that would be to much of a jump." It was also in this class that we had many exciting discussions, and learned much of value, so that to all the last lesson came too soon.

The general exercises were a novel experience to us. From them we were surprised to find how little we really know of our surroundings.

Some very curious facts were brought to light each day. While in the deep intricacies of geometry we learned from our little New Jersey girl that Massachusetts eggs are quite different from those of her own state—in shape, at least. One unusual definition was given in the music class. "A chair is a combination of pieces of wood made for *one* person to sit on." In the industrial laboratory, we were taught to rival our brothers in the use of the saw and plane. But most exciting by far were the hours spent in the physical laboratory. There we were given an opportunity to exercise our common (?) sense and many of us were doomed to find it a minus quantity.

We have not had all fun however. We spent many hours in hard study and found it indeed "a weariness of the flesh". Yet, so high was our purpose in coming here that it made us idealize our "Normal life", and help us bear easily the exertion necessary to the attainment of our common goal.

Class Roll

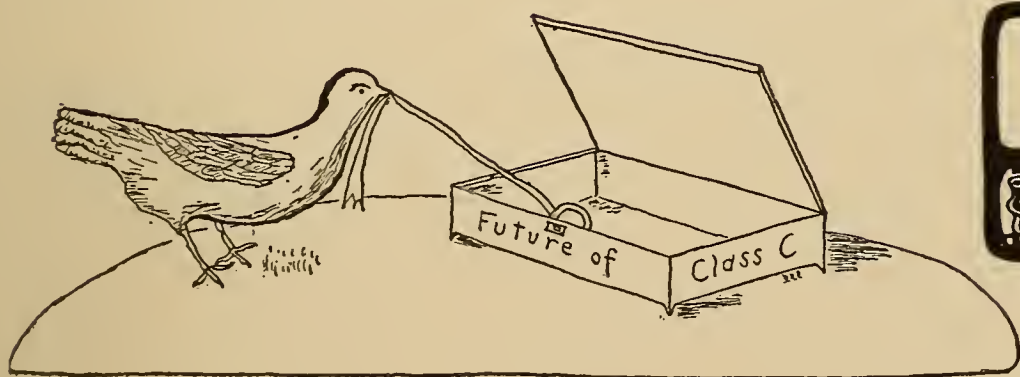
Benedict, Herbert Hawthorne	North Abington	Farwell, Jennie Asenath	Brockton
Randall, Cyril Franklin	Quincy Point	Faxon, Corinne Mae	Brookville
Adams, Nellie Elizabeth	South Duxbury	Fearing, Laura Shaw	South Weymouth
Bake, Norma Isabelle	Somerville	Fisher, Agnes Amelia	Woburn
Barker, Nellie Lizzie	Bridgewater	Fosdick, Kittie Maude	Brockton
Bassett, Grace	Berkley	Frost, Carrie Minette	Somerville
Bent, Lucinda Maria	Brighton	Galvin, Mary Elizabeth	Taunton
Bradley, Laura Sophia	Springfield	Gibbs, Marian Gordon	Brockton
Bryant, Ethel Camilla	Kingston	Greenleaf, Etta Eugenia	Dennis
Buck, Lucietta Kilborn	Harrison, Me.	Harden, Ina May	East Bridgewater
Copeland, Louise Crary	South Somerset	Haslam, Marion Knowlton	Taunton
Copeland, Marion Carter	South Somerset	Holbrook, Blanche Elizabeth	Whitman
Corwin, Ruby Catheryn	Indian Orchard	Huxley, Hazel	Bridgewater
Creed, Frances Lillie	Braintree	Johnson, Jane Augusta	Malden
Crowell, Bertha Elizabeth	Manchester, N. H.	King, Ethel Florence	Campello
Denham, Lyda Browning	Mattapoisett	Kramer, Clara Louise	East Weymouth
Dreghorn, Jennie Vernal	Braintree	Lincoln, Dora Elvira	Taunton
Dunham, Edith May	Nantucket	Lyons, Sara Agnes	Woburn
Emerson, Helen Augusta	Reading	Manning, Emma Jennie	Shelburne Falls
Emerson, Helen Webster	Ayers Village	McClintoch, E. Rowena	Bradford

Miner, Mary Cora Mabel	Haverhill	Sheehan, Susie Gertrude	East Weymouth
Mirick, Ethel Ruth	Princeton	Sloan, Ruby Maude	Brockton
Mitchell, Beulah	South Easton	Soule, Bertha Lorraine	South Easton
Mitchell, Marjorie Stockbridge	Hyde Park	Stevens, Marion Anna	Dracut
O'Donnell, Rose Bridget	Bridgewater	Swords, Elizabeth Veronica	Fall River
Owen, Mabelle Rebecca	Canton	Thomas, Anna Louise	Caribou, Me.
Packard, Grace Emily	Watertown	Upton, Anne Hale	Stoneham
Parker, Alice Marguerite	Duxbury	Warren, Rachel Katherine	Leicester
Pease, Lula Agnes	Medford	Wentworth, Ethel Addie	Cambridge
Peterson, Sarah Emily	Brant Rock	White, Mabel Maud	Taunton
Rehill, Mary Elizabeth	Canton	Whitney, Flora Ethel	Harrison, Me.
Robinson, Fannie Atkinson	Fall River	Wickham, Edna Delissa	Bloomfield, N. J.
Rogers, Katherine Alma	Mattapan	Willett, Josephine Buckingham	Needham



Class C

FRANK J. O'DONNELL,	.	.	.	.	.	.	.	<i>President</i>
ANNIE M. COVENEY,	.	-	.	.	.	.	.	<i>Vice-President</i>
JOHN E. KEEFE,	.	.	.	.	.	.	.	<i>Secretary and Treasurer</i>
RUTH R. PADELFORD,	.	.	.	.	.	.	.	<i>Historian</i>



NCE again we meet together. If we ourselves have not changed our name, as it appears to the world, has changed.

We are no longer Class D, but members of that class in which we hope to C all things.

As we assembled we found that our number had been diminished by two. We were sorry to find this so, for our class is not so large that it can bear many such losses. However, our best wishes go with our absent members wherever their fortune may lead them.

As usual, our class is composed of three and four years students, so that in many of our studies we are separated, yet we have a strong feeling of loyalty toward all our members whether we meet them in the class-room or not. At one time we rather doubted the loyalty of one member, not only to Class C but also to B. N. S., for he even had it posted that he was betting on the Brockton High School, in the foot ball game that was to be played that afternoon. He evidently realized his folly and since then has done all in his power to prove his fealty.

We have all derived great pleasure and profit from our work in Geology and Geography. On our Geology trips about the town of Bridgewater, we

studied many of the interesting features of Sprague's Hill and the "clay pits". Often times on our walks it became necessary to take to the road, though one of our members would prefer to follow a Lane. The Russian-Japanese war has made our work in Geography even more interesting than it would otherwise have been. We are assured that "Russia is the most diplomatic nation on the face of the globe".

"Life is real, life is earnest."

Truly the poet spoke well, for when we began our second term's work we realized that we must work in earnest if we would accomplish what we had begun. Note-books stared at us on every hand. History maps, also, claimed our attention. In Room 18 we have been learning to express our thoughts correctly, and have acquired at least a speaking acquaintance with the great writers of prose and poetry. Perhaps our English teacher wonders why such a mischievous look comes into the eyes of one of her pupils whenever she refers to Dryden. In Zoology we have been studying the various forms of animal life, their functions and uses to man. One member is particularly fond of the oyster family, if we may base a conclusion on the fact that "Actions speak louder than words."

Medicine is a good thing in its place but should be taken with discretion. Most of us know how near we came to losing one member of our class.

Our class is not only well represented in the field of learning but also in the field of sports; foot-ball and base-ball, as well as basket-ball, claim our members and could not do without them.

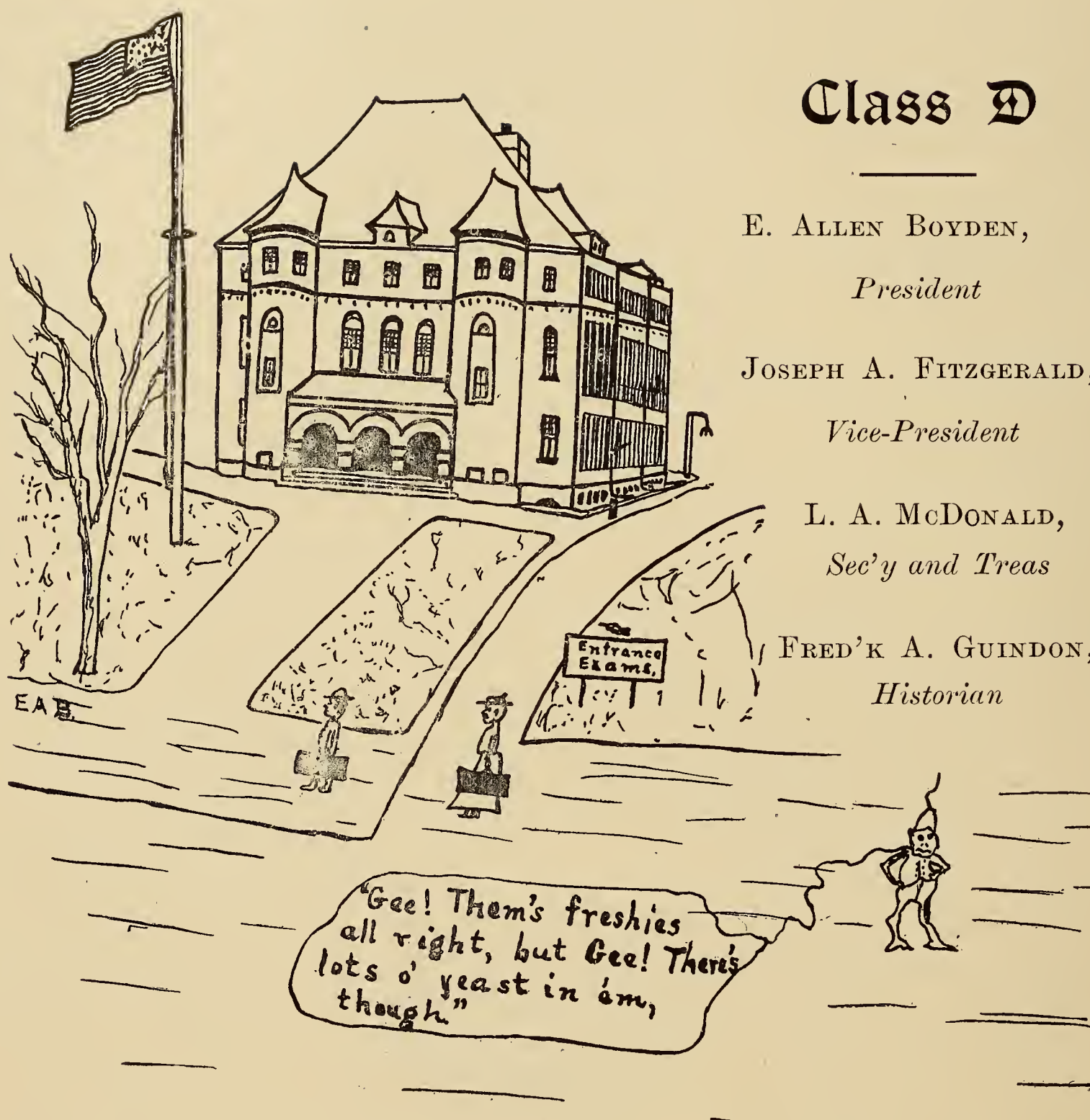
At the beginning of the year a Class meeting was called, at which the officers for the year were elected. Since then a committee have been appointed to select a class pin. Their choice has been accepted by the class and we are looking forward to the time when we can show our colors.

Our life during the past year has been a happy one, and, as we separate, we bid one another adieu, trusting that each one of our number will have a very pleasant vacation and will return well-rested for next year's work.

Class Roll

Carter, Clarence Henry	Cochituate	Hodge, Ethel Louise	Holbrook
Hooley, Michael Aloysius	Dorchester	Kemp, Avis Mildred	Manchester, N. H.
Keefe, Jr., John Edward	South Boston	Lane, Alice B.	Rockland
King, Theodore Williams	Taunton	McAlister, Alice J.	Bradford
O'Brien, Frederick James	South Boston	McCarthy, Margaret T. F.	Walpole
O'Donnell, Frank Joseph	Bridgewater	McLaughlin, Laurinda	Mansfield
Abbot, Harriet Lincoln	Andover	McManama, Sarah Cecelia	Waltham
Alexander, Grace Abbott	Hyde Park	Megley, Kathryn M.	Holbrook
Bagley, Anna M.	Haverhill	Merrill, Edna Lena	Manchester, N. H.
Carroll, Ellen E.	East Bridgewater	Padelford, Ruth R.	Taunton
Coveney, Annie M.	Somerville	Perry, Estella A.	Winchester
Croft, Joanna E.	Enosburg Falls, Vt.	Shaw, Clara M.	Bridgewater
Daley, Margaret Theresa	Fall River	Sias, Mabel Stuart	Milton
Farnum, Clara L.	Brockton	Williams, Charlotte Louise	West Bridgewater
Fotch, Emma M.	South Boston		





Class D

E. ALLEN BOYDEN,
President

JOSEPH A. FITZGERALD,
Vice-President

L. A. McDONALD,
Sec'y and Treas

FRED'K A. GUINDON,
Historian



AMONG the new students, last Fall, there were twenty-three who started upon the three and the four years' courses. Of this number a large majority boarded at the school, and these students were in close contact with one another for the greater part of the time. Nevertheless, they often enjoyed the society of the day-students, as there were many Friday evening entertainments which the day-students attended also. In fact, very few were the Normal Club entertainments from which a single member of the class was absent.

The result has been that all the members of the class are strongly affiliated, and each one has worked so earnestly for the good of the class that we

leave behind us nothing but pleasant memories of our first year as student teachers. It is to be regretted, however, that, at the end of so successful and pleasantly spent a year, we have not our full number with us. One of our members left us at the end of the first half term, while the second term had hardly commenced before another was obliged by illness to discontinue her studies.

The class has been well represented in the various interests of the school, both social and athletic. The masculine portion of the class furnished the foot-ball team, with two regular players and two substitutes, organized a class basket-ball team and promises several candidates for positions on the school baseball team. Among the ladies, also, there is considerable athletic ability, as several of them are aspirants for the honor of aiding the Sections' team in its struggle for the coveted tournament trophy. In the line of social achievements, the class furnished a large proportion of the participants in the entertainment given at the reception tendered by the entering classes to the rest of the school.

At the close of the first term, when we had completed the course in music, which we all so thoroughly enjoyed, we had a delightful closing exercise in the form of a short musical program, which fully demonstrated to how great an extent we appreciated the benefits derived from this course.

The other courses, also, were fully appreciated, for we spent many an enjoyable hour in drawing, or studying geometry or the languages. In the second term, algebra has taken the place of music, and most of us take chemistry, physics and mineralogy, in addition to the languages. Some, however, do not take any of the languages, but in their stead take the more advanced sciences, physiology and botany.

We all have many pleasant recollections of our elementary psychology course, and the mere mention of psychology is sufficient to recall to our minds many humorous incidents and happenings.

As this, the second term, is drawing to a close, our thoughts turn, not to graduation, nor to the long separation of the summer vacation, but rather to the splendid outlook before us: two or three years more of this "congenial good-fellowship," in which we will try to work even more successfully than in the year which we are so quickly leaving behind us.

Let us not "rest on our laurels," fellow-class-mates, but strive in each succeeding year to excel the achievements of the past year; and although, in the end, the class letter will not be "D," nevertheless, let us preserve the "Class D spirit" which has made the year 1903-4 such a pleasant one.

Class Roll

Boyden, Edward Allen	Bridgewater	Brennan, Gertrude Magdalene	Bridgewater
Fitzgerald, Joseph Andrew	South Boston	Coffin, Mary Carlyn	Edgartown
Flanders, Galen Waldron	South Boston	Hallinan, Mary Eleanor	East Whitman
Garofalo, Joseph	Boston	Hammond, Elizabeth Penn	Kingston
Guindon, Frederick Alphonsus	South Boston	McCue, Marie Eliza	Randolph
Hebberd, John Bailey	South Boston	McNamara, Josephine Veronica	Taunton
McDonald, Leander Allan	South Boston	Nelson, Gladys Bernice	Campello
Waldron, Chauncey Worcester	Hyde Park	Newton, Louise Howard	South Easton
Andrews, Bertha Gertrude	East Walpole	Putnam, Elsie Mary	Nantucket
Bagot, Ella Seaver	Bridgewater	Washburn, Lucy Jeannette	Bethel, Vt.





Alumni Notes

Helena M. Lindsay, '02, is teaching the First Grade in the Bradlee School, Andover, Mass.

Margaret E. Seaver, '01, is teaching in Brockton, where she has been ever since she graduated.

Mary A. Brown, '01, is teaching the Primary School in Liberty, Me., where she has been since her graduation.

William E. Smith, '02, is teaching Science in the High School, Greenfield, Mass.

Alice S. Dean, '02, is teaching the First Grade in the Pine Street School, Taunton.

Edith C. Wadleigh, '03, is teaching in Lakeville, Mass.

Grace B. Gardner, '01, is teaching the Third Grade in the Phillip Avenue school in New Bedford.

Eva C. French, '02, is teaching the Woodward School in Taunton.

Cora W. Luther is teaching in Raynham.

Mima Smith, '03, is teaching in North Wilbraham, Mass.

Blanche M. Brickett, '03, is teaching the Sixth Grade, Melrose Highlands.

Sara T. Allen, '03, is the teacher of the Flagg Street School in Bridgewater.

Linna M. Ferrer, '03, is teaching the Fourth and Fifth Grades of the Willard School in Quincy.

Ida M. Clapp, '03, has not taught this year. She is remaining at home.

Catherine Lennon, '03, is teaching in New Castle, N. H.

Gertrude B. N. Scovell, '01, is teaching the Eighth and Ninth Grades in Keene, N. H.

Kate M. Griswold, '03, is teaching the Seventh Grade in Northampton.

Edwin A. Damon, '02, is teaching at Osterville, "on the Cape."

Mable A. Sampson, '01, is teaching the Third Grade in the Hyde School, Newton Highlands.

Mary Hall Oleson, '03, is the assistant teacher of the Batavian system in one of the Northampton schools. She is also assistant teacher in Arithmetic and Language in grades five, six, seven and eight.

Margarita E. Burns, '03, is teaching in the North Street School, Williamsburg.

William G. Howes, '02, is teaching in Dover, Mass.

Jennie J. Valentine, Section D, '03, is teaching in the Maplewood School, Lansdowne, Penn.

C. Ralph Taylor, '02, is the Principal of a school in Harrisville, R. I.

Herbert H. Howes, '02, is the principal of one of the Palmer Grammar Schools.

Evelyn E. Esgate '02, is teaching the Intermediate School, Wrentham Centre, Mass.

Carrie W. Hooper '99, is teaching an ungraded school in Leominster.

Helen Story, '01, Special, is studying in the department of Biblical Literature at Smith College.

Alta M. Reid, '03, is teaching Algebra, Arithmetic and Geometry in the Perkins Institution, South Boston, Mass.

Mrs. M. F. Eustis, '03, Special, is master's assistant in the Weir Grammar School, Taunton, Mass.

Amy W. Lawrence, '03, is teaching the Seventh Grade of State Street Grammar School, Springfield, Mass.

Beulah W. Higgins, '03, is teaching in Uxbridge, Mass.

J. H. Glover, '01, is teaching Physics, Chemistry, and Biology in the Northwestern Military Academy, Highland Park, Ill.

Elsie E. Turner, '02, is teaching the Seventh Grade of the Adams School, Quincy, Mass.

Lucie E. Reed, '03, is teaching the Seventh Grade in Marion, Mass.

Mabel Darrah, '02, is teaching the First Grade in Reading.

Irma True, '02, and Florence Jones, '02, are teaching in Bridgewater.

Sara E. Chase, '01, is teaching in the Central Street School, Springfield.

An Alumni Gathering



MISS GRACE NICKERSON, class of '92, entertained a few of her school friends at her rooms on Boylston Street, Saturday afternoon, April second. During the afternoon Mrs. Florence McGlashan Williams, class of '89, told in a charming manner of her trip abroad. Among those present were Edith Keith Wesson '91, Clara Thompson '91, Helen Barker '91, Minnie Schuyler Merrick '91, Flora Billings '92, Etta Allen King '92, Belle Gannett Howland '93, Bertha Des Jardins Pike '93, Leila Sprague Learned '94, Edith Hunnewell '94, Eveline Merritt '94, Marjorie Souther Cheney '96, and Julia Shipman '04.

Class C's Annual Meeting

GEOGRAPHY ROOM. 4.00 P. M. SEPTEMBER 23, 1903.

(Two unknowing and unobserving (?) Specials studying at a table.)

Mr. O'Br — — n—"Hm — m — er — er excuse me, but would we disturb you if we held a meeting here?"

Specials (sinking back in chairs)—"Oh — why — no — oh, certainly not."

Mr. O'Br — — n—"Meeting please come to order. I suggest to members that they pay strict attention to business. The first matter of importance is the election of officers for the year. Are there any nominations?"

Mr. K — — f — ——"I nominate 'Doughnuts.'"

Mr. O'D — — — — ll—(flushing, but rising to the occasion.) "You do not."

Mr. O'Br — — n — "Are there any other nominations?" (oppressive silence) "Then Mr. O'D — — — — ll is unanimously elected. Nominations for vice-president?"

Mr. O'D — — — — ll—"I nominate Miss C — — — — —y."

Miss C — — — — ll—"I nominate Miss Sh — w."

Mr. O'Br — — n—"C — — t — r and H — — l — y act as tellers." (Moment's pause. An eraser revolves and rotates through space, as later illustrated in geography). Then—"Miss C — — — — —y is elected by a nose! Nominations for secretary and treasurer?"

Mr. H — — l — y—"I nominate Mr. K — — f — ."

Mr. K — — f — ——"Good! if I get it I'll take you all to the theatre!"

Miss Mc — — l — s — — r—"I nominate Miss Sh — w."

Mr. C — — t — r—"I object, for I've seen Miss Sh — w's accounts and they are never straight."

(Mr. H — — l — ey influences votes and Mr. K — — f — is elected).

Mr. O'Br — — n—"It is now necessary to elect a class historian. Miss E — — — — —n asked (?) me to take the office but as I am already holding many offices and consider this a minor one, I refused. I suggest Miss A — — — — l — — — d and unless you object I'll give her name to Miss E — — — — n. That's all today. Time to adjourn."



The Normal Offering

ANSON B. HANDY, *Editor-in-chief*
 ARTHUR T. FRENCH, *Business Manager*
 JOHN H. GRAHAM, *Assistant Business Manager*

ASSOCIATE EDITORS

Joseph F. Gould, Class A.	Mildred L. Jameson, Class B.
Julia M. Shipman, (3 years) Class A.	Ethel C. Bryant, Juniors (I).
Elizabeth R. Clark, Seniors (I).	E. Rowena McClintock, Juniors (II).
Agnes M. Fenton, Seniors (II).	Edna D. Wickham, Juniors (III).
Florence D. Webster, Seniors (III).	Clara M. Shaw, Class C.
Eunice B. Burbank, Specials.	Chauncey W. Waldron, Class D.

ILLUSTRATORS

Joseph F. Gould.	Gertrude E. Smith.	E. Bertha Beaudry.
Alice B. Lane.	Mary L. Preston.	Helen F. Batchelder.
William G. Vinal.	Lucy M. Grant.	Lillian A. Baker.
Edith Chase.	Raida Osborn.	Ione T. Hersey.
Lillian M. Kirmayer.	Annie D. Cheves.	Laura S. Fearing.
Nellie E. Adams.	Annie D. Knight.	



IT WAS only a few years ago that the Normal Offering appeared as a pamphlet, issued monthly under the auspices of the Normal Club. Then the experiment of making it a year book was tried, and was successful. Now that we have found that the school demands a year book, and that it is eagerly looked forward to by all, the Offering Board have decided to put it into a form which can be kept for years without injury. The editors hope to see the board cover edition accepted by all, so that in the future years we can have a book comparable

to the year books of other schools and colleges. The experiment has been made; the result depends upon the support of the school.

This year we have tried to bring about a better feeling among the students. Some-times we have heard the complaint, "I didn't have a chance to do work for the Offering." It is not the purpose of the Offering Board to write the book. Their purpose is to arrange and criticise the material passed in to them by the school. It is impossible to invite personally each one to contribute for the Offering. Instead each member of the school is expected to bring forward suggestions for improvement, articles, drawings, or anything to help on the work. It is necessary to ask a few to do special work in order to insure some material on all lines. This does not mean that no one else can contribute. The Board are always willing to take suggestions from any and all. In return the Board simply ask that the students shall support their efforts.





The Normal Club

C. P. SINNOTT,	<i>President</i>
MILDRED H. TAVENDER,	<i>Vice-President</i>
IVANETTA M. WARREN,	<i>Secretary</i>
JOHN H. GRAHAM,	<i>Treasurer</i>
ARTHUR W. HAPGOOD,	<i>Auditor</i>

COMMITTEES

LITERARY
M. A. Emerson, Chairman.
Gertrude E. Smith.
William G. Vinal.
I. S. Horne (ex officio).

MUSICAL
Ethel Boyden, Chairman.
Annie D. Cheves.
Joseph F. Gould.
C. C. Prince (ex officio).

SOCIAL

Mary L. Preston, Chairman. Elizabeth R. Clark. Edward T. N. Sadler.



THE VARIOUS committees of the Normal Club have been unusually successful this year in providing fine entertainments. With some fear as to the financial result the Literary Committee gave us an unexcelled literary treat. They were greatly pleased to see the support given them by the school. The town people, also, aided better than usual. Likewise to the Musical Committee the school is greatly indebted for its musicals. As one looks back he can see the great progress made by these committees during the last few years. The Social Committee have not been behind either. They have given us some very interesting treats along a different line. For further doings of these committees examine the school calendar.





SECRET SOCIETIES

Kappa Delta Phi



ALTHOUGH our fraternity has been established only a few years we are now able to affirm it to be on stable foundations and prosperous. The only thing that is feared at present is that the small number of men in school will necessarily make its growth very slow. The meetings of the fraternity this year have been well attended and we have spent many happy even-

ings together

Perhaps the most important addition to our fraternity program is the occurrence of a yearly banquet in Boston. This year it was held April 9th at the American House, and about twenty-five members were present. We are indebted to Messrs. Leonard and Lowe, who were the committee in charge of the affair, for its success. During the evening we enjoyed the splendid banquet, the toasts, and the general discussion after the banquet.

ARTHUR W. HAPGOOD,	. . . . .	<i>President</i>
NAHUM LEONARD,	. . . . .	<i>1st Vice-President</i>
SUMMER W. CUSHING,	. . . . .	<i>2nd Vice-President</i>
CHARLES W. WALTER,	. . . . .	<i>3rd Vice-President</i>
CHESTER F. MILLER,	. . . . .	<i>Secretary</i>
ANSON B. HANDY,	. . . . .	<i>Treasurer</i>
C. F. MILLER, Chairman; E. T. N. SADLER; J. F. GOULD, <i>Executive Council</i>		

Members

L. E. Maglathlin '00.	W. E. Smith '02.	H. F. Wilson '03.
H. P. Fitton' 00.	S. W. Cushing '02.	W. G. Vinal '03.
A. K. Lowe '00.	L. D. Cook '02.	J. F. Gould '04.
W. R. Kramer '00.	W. G. Howes '02.	A. B. Handy '04.
A. L. Gould '00.	H. H. Howes '02.	A. W. Hapgood '04.
H. M. Vaughn '00.	G. F. Hopkins '02.	C. F. Miller '04.
J. A. Cushman '01.	J. H. Armstrong '02.	J. M. McDonnell '04.
H. Gammons '01.	*W. F. C. Edwards '02.	C. W. Walter '04.
C. Benson '01.	N. Leonard '02.	E. T. N. Sadler '05.
E. L. Curran '01.	R. E. Pellissier '03.	J. H. Graham '05.
M. A. Smith '01.	M. D. Carroll '03.	A. T. French '05.
E. L. Sinnott '01.	A. M. Eldridge '03.	F. J. O'Brien '06.
C. P. Savary '02.	J. W. Northcott '03.	

* DECEASED MEMBER.

The Lambda Phi



THE LAMBDA PHI for a second year has had great success and is still working toward the higher end. At the beginning of the year, sixteen new members were admitted, after having bravely taken their preliminaries. One of our number, we are sorry to say, has been obliged to withdraw from her school and social life until the coming year. Then she will return to help those who are left to carry on the work of Lambda Phi.

One other of our charter members and two of our Juniors have left, but they are not forgotten.

Although many misfortunes have befallen our members during the year, there have been many good times. Our first annual banquet was held Feb. 27th in Normal Hall, and it was one that will remain in our memory, "in violet" forever.

Many signs appear on the bulletin boards, from which we hope to see good results. May many be helped by the faithful workers of the Lambda Phi!

Alpha Gamma Phi



ALPHA GAMMA PHI is no longer in its infancy, but is enjoying its second year to the utmost. Four new people joined us this year and they "ran the gauntlet" with marvellous courage to the end. With them fear was a thing unknown. Meetings have been held at least weekly, and our very busy seasons were made especially pleasant by planning to include other members of the school in our social functions.

The first tea was a success, and socially we felt nearer to the teachers than ever before.

The members of Lambda Phi gave us much pleasure in accepting our invitation to a musical, when Miss Maude Littlefield of Woburn and Miss Ethel Boyden of Bridgewater entertained us with violin and piano selections.

The second banquet of Alpha Gamma Phi was held April 9th, '04. We hope the toasts reached the absent members that they may know we did not forget them.

Several readings have been held and we hope to gain much from the study of great men and women who have lived broad, cultured and practical lives.

Members

Ethel Boyden '02.

Amy W. Lawrence '03.

Elizabeth O. Kimball '03.

Annie Dryden Cheves '04.

Mary Lee Kimball '04.

Elizabeth Roberts Clark '04.

Mary L. Preston '04.

Gertrude E. Smith '04.

Una Saunders '04.

E. Bertha Beaudry '05.

Laura B. Tolman '05.

Beulah Mitchell '05.

Jennie Manning '05.

Alice B. Lane '06.

Other Societies

The Y. P. S. C. E.

ELSIE V. TRASK,	. . . . .	<i>President</i>
LAURA B. TOLMAN,	. . . . .	<i>Vice-President</i>
E. JENNIE MANNING,	. . . . .	<i>Secretary</i>
AGNES A. FISHER,	. . . . .	<i>Treasurer</i>

COMMITTEES

Ruth R. Padelford, Chairman, Lookout.

Edith P. Sweeter, Chairman, Prayer-Meeting.

Annie D. Cheves, Chairman, Music.

Ethel A. Ronaldson, Chairman, Social.

Florence D. Webster, Chairman, Sunday School.



THE YOUNG People's Society of Christian Endeavor has a membership of forty-eight, of which all but one are active members. Meetings have been held every Saturday evening, except during vacations, in the Reception Room in Normal Hall. They have been well attended and full of interest to all present and it is sincerely hoped that the work of the Society will continue to grow and that each year will see an increase in the number of its members.

Prayer=Meetings

EACH WEDNESDAY evening, from half-past six to seven, a girl's prayer-meeting is held in Tillinghast basement. These meetings have been very helpful, as well as interesting. In connection with this work, a Zenana band has been formed, whose purpose is the support of the most needy and deserving pupil in a mission school in Calcutta.

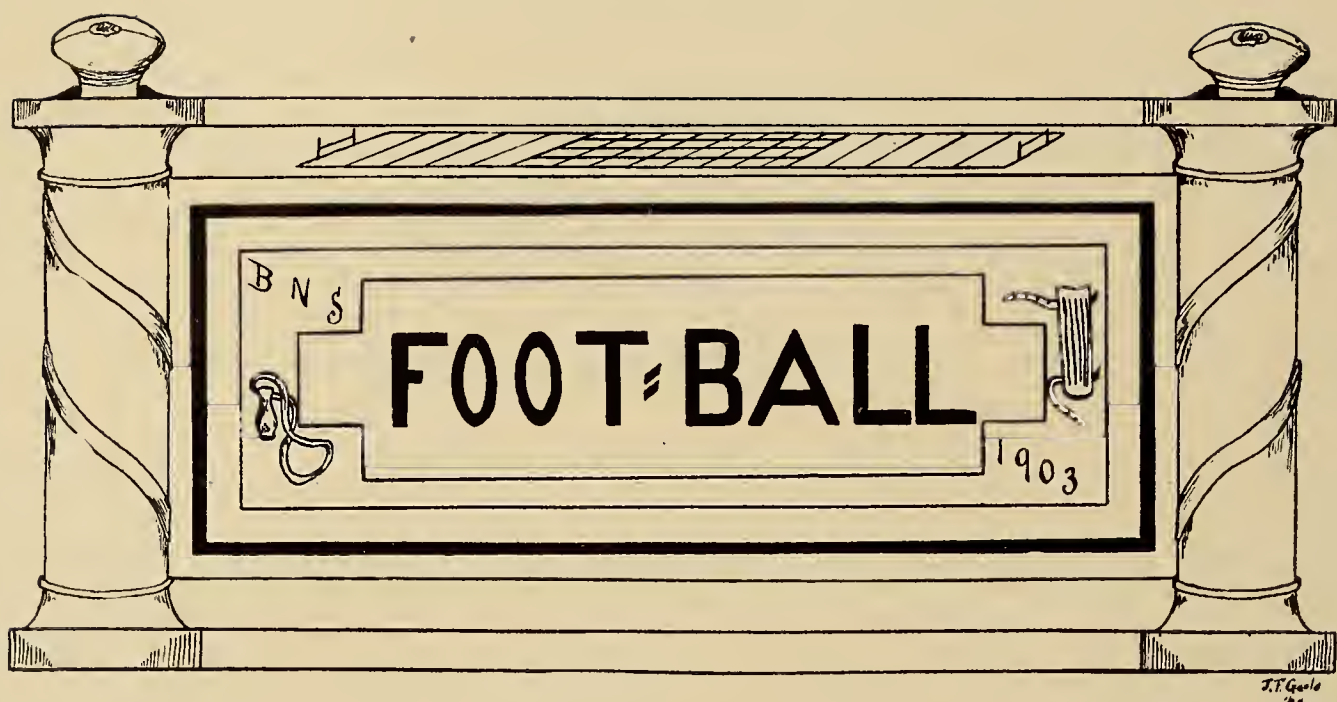
Athletic Association

EDWARD T. N. SADLER, '05,	. . . . .	<i>President</i>
ARTHUR W. HAPGOOD, '04,	. . . . .	<i>1st Vice-President</i>
MICHAEL A. HOOLEY, '06,	. . . . .	<i>2nd Vice-President</i>
THEODORE W. KING, '06,	. . . . .	<i>Secretary</i>
WILLIAM D. JACKSON, Faculty,	. . . . .	<i>Treasurer</i>



THE ATHLETIC ASSOCIATION has conducted its baseball and football teams through another year of successful work. Both teams have worked faithfully and deserve great praise for what they have accomplished. We look forward in the future to having a track team, and have bright prospects of securing as high a place in that as we have in the other two lines.

The Association wishes to take this opportunity to thank the young ladies of the school, first, for their generous encouragement given during the games; and second, for their financial support. Both have been greatly appreciated by players and managers.



THREE FEATURES stand out prominently in the foot-ball season of 1903. They are the good record of the team, the conspicuous absence of injury to the members of the team, and the faithful support of the school. No Normal team in recent years has made a better record than this year's, and few can claim as good, when the calibre of the opposing teams is considered. The support accorded to the team was a credit to those who gave it, and they were not few in number. There is nothing which indicates a good school spirit more clearly than this evidence on the part of the school of its interest in the fortunes of the school teams. The Friends School game afforded a shining example of good school spirit, for in spite of the pouring rain which lasted throughout the game, a delegation of about 150, mostly girls, stayed on the field from the beginning to the end of the contest and yelled themselves hoarse,—a very praiseworthy performance indeed, although it was of no avail.

The fine physical condition of the team, as well as its excellent record was due to the skillful training and untiring personal attention of Capt. O'Brien, who besides playing a brilliant game at left half-back, was always ready and willing to give his men valuable hints as to how they could improve their play, and keep themselves in good condition.

The members of this year's graduating class continued the fine showing on the athletic field which has always marked their class. Miller, '04, played a grand game at right end. His steady defensive play, and his brilliant



dashes with the ball, which resulted in so many touchdowns, marked him as one of the finest ends Normal has ever had. Gould, '04, as quarter-back, for the fourth time in as many years, showed his usual fine headwork in directing the team's play on the field, and was successful in running the ball. Hapgood, '04, as half-back was a most consistent ground gainer, especially through the line from tackle to tackle. Handy, '04, at left end played a steady defensive and offensive game, and Walter, '04, as left guard made a good mate for Vinal at right guard. Both men played for all there was in the game and opened some fine holes for the backs. The absence of these men will be greatly felt next year. Freeman, '05, played a fine game as full back, working well with other backs, but was hard pushed for his position by Boyden who played the last game. Besides Capt. O'Brien, '06, whom we have already mentioned, this class gave the team its centre, O'Donnell, who, although light, proved a worthy opponent for the heaviest men on opposing teams, and Keefe, the substitute quarter-back, who has the speed, and judgment to make a fine quarter back. With his two years' experience he ought to prove a valuable man to next year's team. The entering classes showed a fine spirit during the foot-ball season, sending a delegation of men to try for the team who were hard workers and faithful in their practice.

Fitzgerald and Waldron, both '07, played left and right tackles respectively, and both showed up well in points of the game. Both were strong defensive players, hard and aggressive on the offense and carried the ball well. Great credit must be given to this year's substitutes for their hard and faithful work. Benedict, '05, as guard, McDonald, '07, as end, and Boyden, '07, at full back played good foot-ball, and showed by their work at the close of the season that the year's experience would make them valuable men to next year's team.

Of the individual games little need be said. The Boston Latin game was perhaps the most satisfactory, and the Friends School the least satisfactory. Boston Latin had one of the strongest school teams in the state, and our 12 points were well earned, while those who saw the game know how cheaply our worthy opponents got their six. A remarkable feature of this game was the fact that Fitzgerald of Normal had a brother playing on the Boston Latin team, as had also Miss Fotch of the class of 1907. The Friends School game was played in a driving rain-storm, and although we pushed Friends School from one end of field to the other we could not seem to score, owing not so much to their ability to hold us as to our inability to hold the ball.

LINE-UP

The team for '04 was made up as follows:—

Handy, left end.

Miller, right end.

Fitzgerald, left tackle.

Gould, quarter-back.

Walter, left guard.

O'Brien, left half-back.

O'Donnell, centre.

Hapgood, right half-back.

Vinal, right guard.

Freeman, full back.

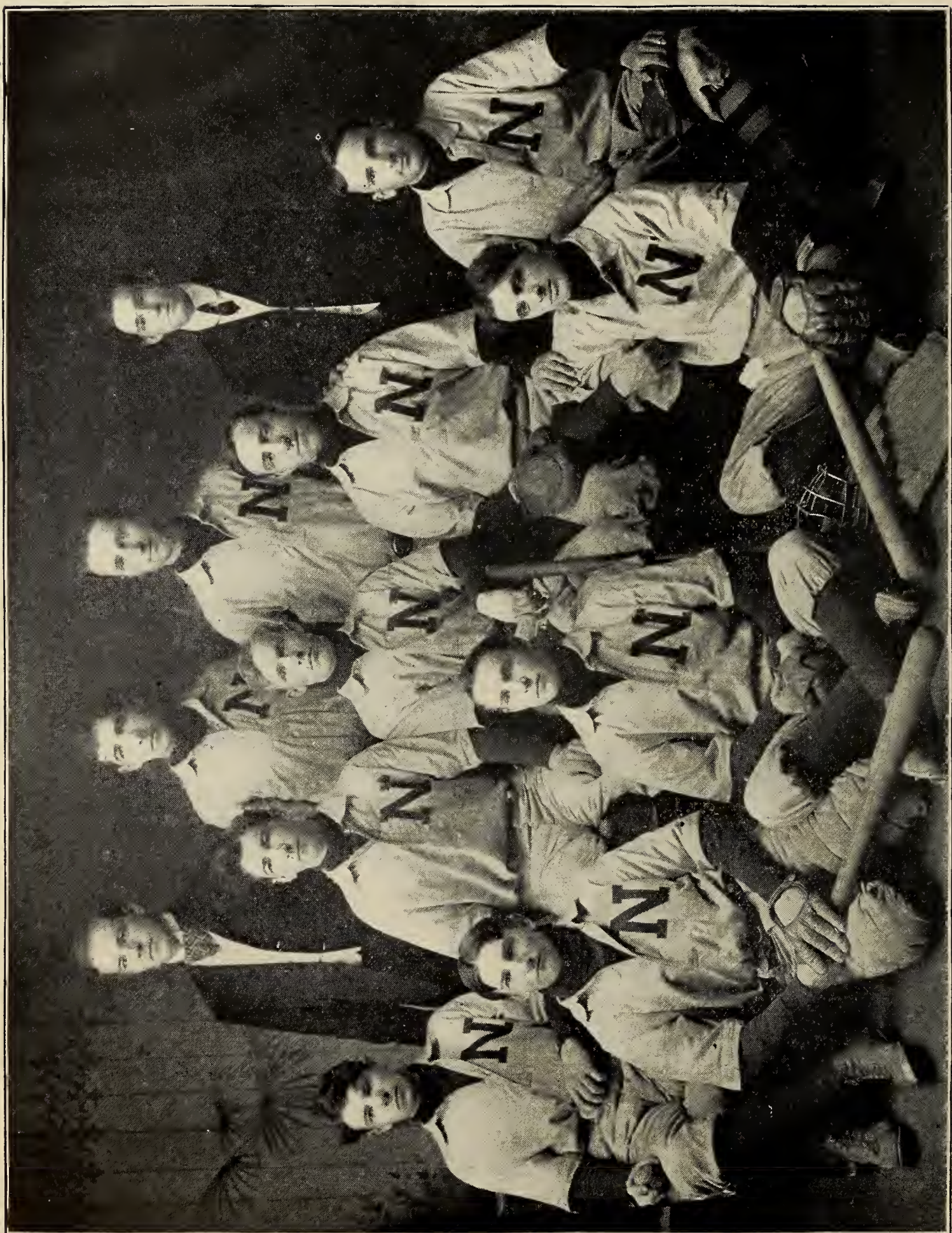
Waldron, right tackle.

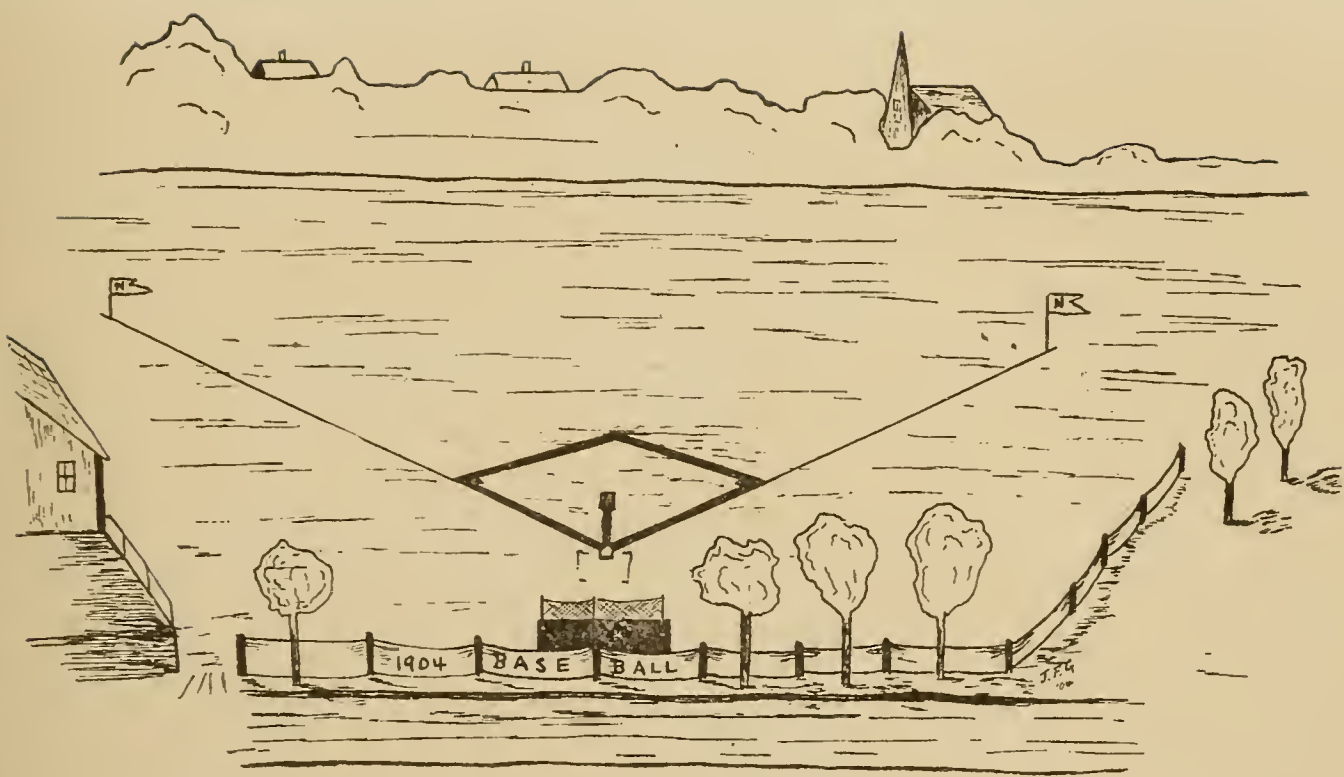
Substitutes:—Boyden, full back; McDonald, end; Benedict, guard.

THE SCHEDULE

September		Normal 6,	South Boston	0
October	3,	Normal 0,	Dean Academy	36
October	10,	cancelled by Brockton High		
October	17,	Normal 0,	Friends School	0
October	24,	Normal 12,	Boston Latin	6
November	7,	Normal 28,	Thayer Academy	0
November	14,	Normal 23,	Fall River High	0







WITH ALL but one of last year's victorious nine and several aspirants for this year's team, Normal has reason to believe that one of the fastest aggregations of ball players ever representing the school will be in evidence for the season of 1904. Owing to the late spring and lack of facilities for indoor work, it was impossible for Captain Miller to call for candidates before April 5. A hearty response met the call, and although nearly all were given a trial it was not an easy task to select the "regulars."

As the record of last year's games warranted the playing of stronger nines, Manager Hapgood arranged the schedule accordingly. The early publication of the Offering will not permit a complete summary of the season's work to be given here, nevertheless, we have had opportunity to gain a brief account of the players and the prospects for the B. N. S. ball team of 1904.

April 19, the season opened on the South Field, when Normal faced her old rival, Brockton High. Gould pitched a good game, but Normal's costly errors enabled her opponents to win out.

The second, and we hope that the last, defeat of the year, was administered by Somerville High, one of the fastest school teams in the state. From indications at the outset a closely contested game was promised. Shortly after the preliminary excitement, Normal commenced fanning the air and Somerville hitting the ball. For results see the schedule.

Our first victory was scored against the Boston Latin School. The contest was somewhat onesided, yet at the same time the boys were given an opportunity to show what is to be expected of them. Waldron pitched his first game for Normal, acquitting himself creditably.

Chester Miller, captain of the team, who has played with Normal during his four years, is keeping up his reputation in left field. He gathers in everything going his way, and more than once an apparent hit is credited to his account as a "put out."

Gould is doing the twirling, and by his steady playing and strong batting contributes his share to Normal's victories.

Behind the bat Walter and Fitzgerald do the receiving. Walter's experience, and the good support he gives the pitcher, enable him to play his usually strong game. Although new in the work, Fitz is a good player and promises to make a reputation on the diamond. Freeman, who did some of the catching last year, early in the season, injured his hand, which troubled him for some time.

"I'm after anything coming my way." Although O'Brien might not say this, it is quite apparent to the rest that he means as much. Good stick work and an enthusiastic game still characterize his work at first base.

Handy at second, with McDonald a "close second," promises to uphold the reputation of that position. Handy's previous work on the team and the lively way he handles the ball prove him an aggressive "ball tosser." This is Mac's first year with the team, but in him the qualities of a good fielder are already manifest.

Keefe plays a brilliant game at third and nothing is too hot for him to handle. His base-running and batting are noticeable features in almost every contest.

Hooley's work as short stop and his ability as a base-runner prove that Mike is filling his position on the school team.

In the center garden our old stand-by McDonnell is found. It is certainly true that he enjoys the game, or that characteristic smile wouldn't mean so much. Jack is another of the seasoned players, being especially noted for his ability as a fielder and a strong batter. His services are always in demand.

Waldron, captain of Hyde Park High, '03, team, takes care of right field, and as a substitute pitcher proves himself to be of great value to the nine.

We regret that the team is to lose Gould, Miller, McDonnell, Walter, and Handy, as their work while on the school nines has been of the highest quality and full of a genuine school spirit.

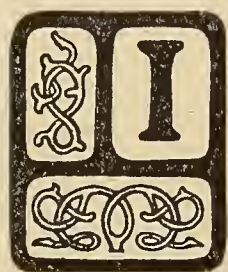
PLAYERS

Arthur W. Hapgood, manager.	Charles W. Walter, c.
Charles W. Walter, ass't manager.	Frederick J. O'Brien, 1st b.
Chester F. Miller, l. f. (captain)	John E. Keefe, 3d b.
Joseph F. Gould, p.	Michael A. Hooley, s s.
John M. Mc Donnell, c. f.	Chauncey W. Waldron, r. f. p.
Anson B. Handy, 2d b.	Joseph A. Fitzgerald, c. r. f.
Leander A. McDonnell, 2d b.	Frank J. O'Donnell, sub.

SCHEDULE

April 18,	Normal, 8	Brockton High,	9
April 23,	Normal, 1	Somerville High,	11
April 30,	Normal, 15	Boston Latin,	4
May 7,	Normal, 9	Brown Freshman,	8
May 11,	Normal,	Fall River High	
May 14,	Normal,	Boston College	
May 21,	Normal,	Thayer College	
May 28,	Open		
June 4,	Normal,	Boston University	
June 11,	Normal,	Harvard Independents	
June 18,	Normal,	Alumni	

Basketball

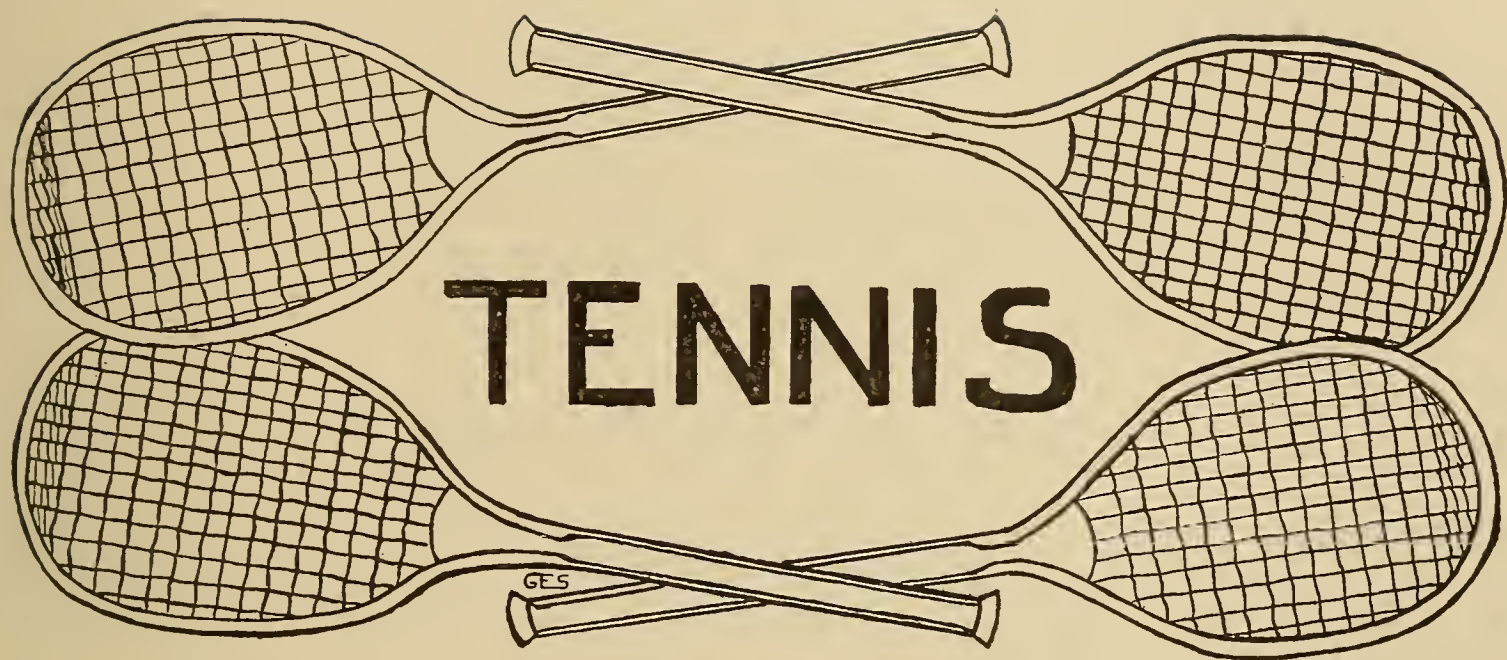


IN THE spring and fall the girls show their interest in athletics by their attendance at the ball games and their enthusiastic cheering for the baseball and foot-ball teams. During the winter, however, their spirit is shown in their support of the various basketball squads in which they are interested. The Seniors and the Sections began to practice last fall and have worked all winter with great enthusiasm. With the exception of a few weeks when the allurements of skating were too great to be resisted, attendance at practice has been excellent. The spirit shown by both teams has been good and the theory that girls cannot subordinate the individual for the sake of the team has once more been disproved. The rivalry between the two teams is good-natured, but no less intense on that account. The Juniors have not been able to develop a team, owing to the illness of Miss Barnes, who directs their practice at first.

The boys, too, have had vigorous basketball contests this winter, from which they have won much amusement and some honors.

The game seems to be gaining popularity every year, and it is probable that those who come here later will receive even more pleasure and profit in its pursuit than we have received.





ARTHUR W. HAPGOOD, *President*
LILLIAN M. KIRMAYER, *Vice-President*
JOSEPH F. GOULD, *Secretary and Treasurer*



ONE OF the most popular Normal sports is tennis. The minute school closes, the campus is fairly alive with Normalites, rushing for a court, racket in hand, and that most useful of articles, the net, thrown over one arm. You, doubtless, know the saying, "The early bird catches the worm." This might be applied to those early risers who are wise enough to get their nets out before breakfast. It is also noticeable that it is not only those, who are always on time for breakfast who now make this extra effort. Hence tennis may be beneficial in other lines.

As in other years, there will be a tournament in June. As to the participants, time and practice will decide.

Sports at Carvers

The Girl's Side of It



AS AN exercise, skating is undoubtedly beneficial. Addison, in his "De Coverley Papers," demonstrates the advantages both on mind and body of out-door physical exercise. It is certainly an indisputable fact, that a healthy body helps to insure a sound mind, and, as Addison goes to say, with health, comes happiness. If any one is in doubt as to the happiness produced by skating, let him envelop himself in a magic mantle and thus, invisible, enter the corridors of "The Hall," as the clock strikes four. What a merry sound of voices, accompanied by the ringing clank of skates, reaches the ear, as a bevy of girls, rushing to and fro, prepare to start out for Carvers!

What should we do without Carvers? In the spring and fall, it furnishes us boating, and all through the winter months, by no means the least of "Normal" sports, is skating.

Does skating, alone, produce this happiness? If we mean skating, as distinguished from other modes of exercise, we may answer in the affirmative, but if "skating alone," refers to a person, judging from what we see, we shall say emphatically, "No!" There remains, then, to be found the unknown quantity x , which added to skating y , will produce h , happiness.

If one should say that a property of Physics, and also of Chemistry, is displayed when skating, how it would be ridiculed; and yet, "What phenomena of Physics and Chemistry does one sometimes illustrate when skating?" (not necessarily on Carvers). If he loses his centre of gravity, there is apt to be a precipitate."

There are other ways in which this sport may prove beneficial. How can one better study Nature, the beautiful handiwork of the Master, than when skating? As the sun sinks below the horizon, throwing its golden-red tints across the sky, and twilight comes with its deepening shadows, and the stars begin to twinkle forth one by one,—Nature is drawing on her cloak of dark-

ness and all out-doors is still, save for the murmuring of the wind in the tree-tops. The lights are shining at "old Normal" and it is time for tea, so we will say "good-night and good-by" to Carvers.

From a Boy's Point of View



TO THE Goddess of duckings, skaters, boatmen, bull-frogs, green snakes, heroes, and heroines of Carvers pond! Dear Carvers, you almost talk to Normal youth. What untold secrets are hid in your mossy banks, under 'over-reaching maples, along deep channels! Even your muddy heart itself could not retire, in hermit life, from Normal's mighty searches!

Come on down to Carvers, fellows! This is a bang-up day and the ice is fine. When you get down to the romantic wharf you just have to stop and



look. On the opposite shore, to the right, is a bleak, solitary pine. Follow the shore to the left as far as that button wood, a strudy growth, which stands forth in hard, well marked lines. Back of all this are the dark, wind-blown pines against the sky. This sight softens a fellow's heart, and before he knows it he is putting on skates for some girl. Lucky there are four sides to the boat-house however. Sometimes, when you come down, if a girl is on number 4 side, putting on skates, you can somehow stop on number 2 side and not see her.

Strategems of one season twist into follies of the next. Why a boy even tipped over in a canoe to capture a green mantled serpent and lost his cuffs. What did you laugh for, girls? Think of the poor viper fleeing to freedom. Can you not feel the pathos of the calamity?

If you have the blues, Carvers little shiver rills will give immediate relief. They should be taken before supper so as to quicken the circulation and aid digestion.

"Down on Carvers" not only the medical profession but many other profession increase a boy's knowledge. Look at Astronomy. When one falls how beautifully the stars are portrayed. His (bump of) knowledge is increased in direct proportion to the number of stars seen. We may also borrow the laws of "inversely to the mass" and "inversely to the distance" from the Physics department.

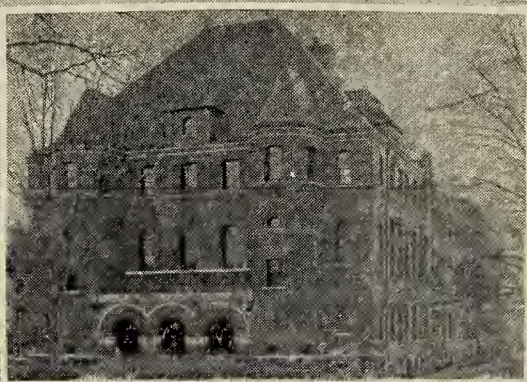
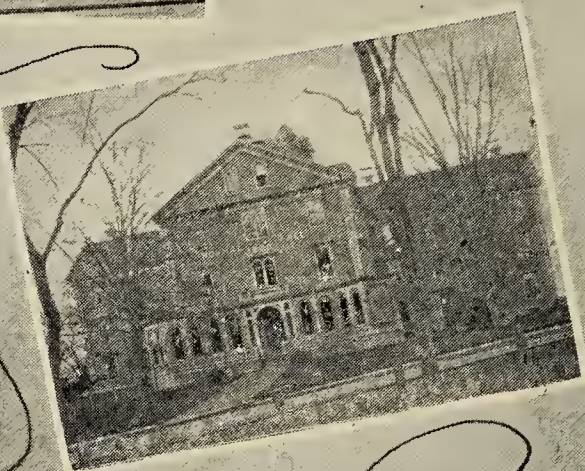
Yes, Carver you are a great teacher. You are a source both of pleasure and of work; a source of joy and sorrow. Many tender thoughts will fly to you when we are out in the cold world. There are many ponds, but no other Carvers. You harm no one and are friendly to all. What Normal is there who does not trust and love you? Who cannot take courage from your placid face! Some of us return to you, but soon must leave your honest banks. Farewell kind Carvers, farewell. Farewell to you and yours, farewell!



FAMILIAR
SCENES



ABOUT
NORMAL.





Literary Department

A Sketch From Life



ANY SCHOOL day one may see him, sitting in a handsome arm-chair behind a large desk. In the early part of the forenoon, there are ranged on either side of him ten fellow-teachers. His form is that of a strong man matured by years and care. The face is one of extraordinary strength, with an eye which has always a twinkle of fun. There is something really lovable in that face. At times he is severe, and then, strange to say, I wish to be in some other place; perhaps it is from a sense of guilt.

Sometimes he takes us with him across to the Old World, and pictures vividly the scenes which he visited there. Sometimes he guides us through Emerson's works, and renders that deep reading easy for us. Sometimes he may be seen walking around the new gymnasium, peering here and there, and joking with the workmen. Often times I have seen him in the act of stopping the boys who were playing ball too near the buildings. It is not a hard task for any of you to guess who this noble man is, especially after I give you a nickname for him, "Pa."

M. A. H. '06.

Sunset at Carver's

When the sun shines bright on Carver's
Then the scene indeed is fair;
The sparkling waves are never still
In the breezy morning air.

But when shadows lengthen
In the peaceful afternoon,
Then the rippling waves are quiet,
For the night is coming soon.

And so like little children,
Who have danced and laughed all day,
The waves are stilled and quiet,
As if tired of their play.

O'er all a hush comes stealing
More eloquent than words;
The leaves forget to whisper;
Silent the song of birds.

The willows bending over,
Are mirrored in the stream,
While oaks in silent majesty
Look down upon the scene;

They breathe a benediction
Which tells of infinite peace,
For their tops point ever skyward,
And their striving does not cease.

The sun in fiery glory
Fades slowly in the west
Lighting all with radiant splendor,
Ere he sinks at last to rest.

A. L. T., '05.

Love and War



LONG years ago, when our country was less thickly populated than now, it was the custom for the colonists to band closely together in settlements, as a protection against the savage Indian tribes.

In such a settlement, situated in the Hudson valley not far from the river's mouth, there lived a little Dutch maid named Gretchen. She was the acknowledged leader among her playfellows whenever she chose to be with them, which was not often, as she was a rather retiring child. One and all loved her, nor did anyone envy her shy loveliness, so dear was she to all.

One afternoon in the late summer, the little girl started off for a gallop on her pony. Lost in rapture over the beauties about her, she did not heed the horse's turning to the left rather than taking the familiar right-hand road. Soon the landscape began to seem strange and the little maid became affrighted. She did not know what to do, whether to turn back or go ahead. In the midst of her musing, she started suddenly at sight of a dark, savage, little face peering at her from behind a tree. She tried hard to look brave and unconcerned, but one story after another came to her of Indian cruelty and cunning, and she began to weep piteously.

At this the wild look in the Indian's face softened, and as he stepped forward, into the road, she saw not an Indian warrior, but a little boy who might perhaps have been her own age, certainly not much older. He looked at her in wide-eyed amazement, as if he had never seen so lovely a maid. "Ah," he thought, "Nokomis, the Indian maid, is shy and beautiful like the richly colored violets; but this girl is fair and lovely as the arbutus, which in the spring hides its lovely self in the woods, but breathes sweet fragrance,, round about."

He made signs that he would not hurt her, and she felt less afraid. After a while she was able to make him understand her trouble, and without a word he turned her horse about and led it to the cross-roads, starting it in the right direction, toward home. Now familiar objects met her gaze and she was once more light-hearted and care-free. As she turned to thank her small cavalier she saw him dart swiftly away and disappear into the woods. In a short time she reached home, before there was any cause for anxiety at her absence, for she was always a child who liked best to rove alone.

This was but the beginning of many meetings which she held with little Wawanaissa for such was the Indian youth's name. Wondering about one day on her father's land, she sat down by a little brook to rest. Peering into

the water she suddenly saw the reflection of her little friend, who had glided up softly and was bending over her. With a pleased cry she rose and stood beside him. Then hand in hand, the two wandered along the brook's edge saying nothing but thinking—Who shall say, what? Nearly every day he came, unknown to any of her people, and little by little they learned to understand each other without difficulty.

One day he came to her with a wild, unnatural light in his eyes, so that she was very much frightened. Signalling her to follow him, he led the way to a more secluded place and then hurriedly told her, that his tribe were to invade the settlement the following night and that she must warn her people. Stooping, he kissed her hand and with one last look filled with infinite longing, was gone. Wondering much, she walked quickly back to the settlement and gave the warning, but would answer no questions as to how she received the report. Many doubted the truth of her statement, and some hinted that the child was ill, but in the end they heeded the message and when the enemy came the white men held their own with only a small loss.

Enraged and infuriated by defeat the savages returned home, at the first break of dawn above the mountains. As they approached their village, little Wananaissa came out to meet them and led the way slowly to the tents. Then standing before them all, he confessed that he had betrayed them to the white settlers. With a yell they sprang upon him and while the sun was still low in the heavens, the brave young spirit found its way home.

Every day little Gretchen went to the brook, but every day returned home sad, and sadder, for her little friend never returned, nor did she receive any tidings of him.

A. M. C., '05.

How Vernancia Came to Normal

A TRUE STORY



VERNANCIA lived in San Rosario, back in the mountains that run from east to west, through the centre of Puerto Rico. San Rosario is a hot looking town, especially at noontime, when the sun blazes down on the white, flat-roofed houses and the rough clay roads, and there are little heat waves in the air over the iron settees in the plaza. Even the river looks hot, and the palms have a thick coating of white dust on their shiny, metallic fronds.

It had been a wickedly hot day, but the sun sank at last behind the hills, and the cool evening breeze sprang up. The town awoke as if by magic. The people poured out from their houses. Girls in the gauziest of pink and blue and yellow muslins, with faces white with powder, and wreaths of heavy scented jasmines and tube roses in their hair, swung up and down the plaza, flirting their fans and chattering like magpies. Sweetmeat venders with huge trays on their heads shrieked and screamed their wares from every corner. Slip-shod negro servant girls, with delicately balanced bundles, slid along in their heelless slippers. In front of the doors of the poorer houses, the braziers filled with glowing charcoal stood on the sidewalks, and most appetizing odors came from the little black pots.

Vernancia sat on her heels at one of these doors, stirring the roasting coffee, and listening stolidly to her mother's excited voice. Vernancia's mother was enthusiastic, even if she did live in a palm-thatched shack, and wash all day at the river.

Now she had good cause for excitement. Had not the Commissioner of Education, the great Commissioner who was so wonderfully kind hearted and sympathetic, come to San Rosario only yesterday, and told them of a new school, where if they could only go for a year, they could become teachers and be a credit to their beautiful Island, and be a pride to themselves and their friends for ever and ever? That was something indeed—a great thing—and Vernancia, her Vernancia should do it. Vernancia was a good child, and what pride they would have to say she was a teacher.

Certainly they were poor, and the Commissioner had said that the new school was to be held at the Capital—a good forty miles away. But they were strong; forty miles was not far to walk, and they could rest on the way. When they got there they surely could find something to do—and Vernancia

would be a great credit to the Island, and a pride to all her friends.

Vernancia stopped stirring the coffee. She was a heavy, thick-set girl, with a large, flat face and small, dull eyes. She was not a person of many or rapid thoughts, but when an idea once really became clear to her, she fixed upon it and never forgot it.

She liked this plan. She knew she could study. She had been to the school of the town. She was ready to go to the new school. The Commissioner had actually shaken hands with her, and had said he hoped she could come.

“Then,” she said, “if I am a teacher, I shall not have to marry Don Francisco who is ten years older than I and whom I hate.”

They packed their clothes and the small earthen pots and the brazier into bundles. It did not take long to empty the little house, or to tie the door up with a twist of cocoanut fibre. One morning early they set out, mother and daughter, stepping lightly down the rough path. They were good walkers, and came of a race who carried all their bundles on their heads.

The first few days all went well. They rested when they wished, the prevailing hospitality of the people making the food question a simple one. Another problem soon confronted them. Their shoes wore out and their feet grew so sore and swollen, with walking barefoot over the sharp, flinty stones, that it was torture to step on them.

They did not dare to stop. The Commissioner had said that there would be a great crowd, and those desiring to be admitted must come early or there would be no room for them. Suppose they should be too late? They must not be too late. They tied up their feet in leaves and hobbled on.

Late one night they reached the Capital. They were footsore; they winced at every step; they ached in every bone, but—they were there!

* * * * *

The head assistant was in a bad temper. It was hot, and new pupils filling out the admission blanks were unutterably stupid. They were apparently unable to follow the simplest directions. For the date, they put their ages. They wrote their names in place of their addresses,—and these names they never wrote twice alike! The resulting confusion was appalling.

The head assistant was a young man, with a well organized mind. It was incredible to him that people could be so stupid. He expostulated. They began to ask questions. Ten words can be spoken by an excited Porto Rican where you would expect one. The head assistant had learned his Spanish quietly studying a grammar in his own room. Truly he had some trials.

He resolved to put his foot down. The school was full—crowded, now,

and there seemed no end to the prospective candidates. Those senseless natives needed a lesson. All the riff-raff of the Island could not be crowded into one school. Not another one should enter.

The door swung open; Vernancia and her mother shuffled in—the head assistant hated shuffling—and Vernancia timidly stated her object.

“The school is more than full now; we cannot admit another pupil,” he told her curtly.

“But we have come so far—from San Rosario. We are so poor—our sacrifices—,” stammered Vernancia, while her mother broke into a shrill voiced plea.

“Yes, yes—I know, I understand, and I am very sorry. But you should have come earlier. There isn’t room, now, for you anywhere. You really can’t enter. *Comprende?* Understand?”

They understand at last and walked heavily away. How sore their feet were! They sat down on a stone bench at the street corner, and stared straight before them with dull, emotionless faces. They were stunned by the blow. They did not protest. Apparently they felt nothing.

The ladies rustled by in stiffly starched duck suits. Vernancia drew her feet aside as their sharp edged skirts brushed over them. She looked up with a feeling of dim uncertain resentment. They were Americans and they were utterly heartless. They cared for no one. The Commissioner was an American and he had deceived them, too, although he had seemed so kind. Why had he encouraged them only to be so cruel?

An idea came to her. She would go to the Commissioner. Perhaps he would let her into the school when he knew how hard she had tried to get there on time.

They climbed the wide, cool stairs to his office. The Commissioner never refused to see anyone. Vernancia told her tale. There was not much to tell.

“We could not come very fast,” she said in conclusion, and showed him her feet.

He started back in horror. Was it possible that any human being could endure the agony of walking on such feet? They were swollen to twice their natural size. The scarf-skin on the bottoms and sides was frayed in long ragged strips, and there were angry looking purple red spots. The nails were worn to the quick, and splintered and cracked to the roots.

Should she fail after this, and go back as she came—a journey doubly painful now the impulse and motive were taken away? The Commissioner thought not. He was a man of decision, as well as of kind heart. That school should hold one more, and that one be Vernancia. He siezed his hat

and started. In a very short fifteen minutes Vernancia was a member of the much desired Normal School, and formally installed with an impressive pile of books.

T. H. M., S.

A Country School

PART I



IT WAS a small, white school house on the edge of a wood, with a dingy country store just beyond, that met Joyce's eyes one September afternoon. The view was not very encouraging and still not dis-heartening, yet Joyce's ideal was shattered. What a beautiful place she had imagined it to be, and how joyfully she had thought to begin her duties! Mr. Hunter, at whose house it was Joyce's lot to board, was not an agreeable man, to say the least, and his wife was just a shade worse. Grumbling and fault finding were the order of the day, but Joyce was thankful for one thing—there were no children in the family.

School went along smoothly the first week. The children, regular little Arabs, and undisciplined at home, behaved well from the very novelty of the situation.

They never had had a teacher who could draw such wonderful pictures on the board, who told them they should not be whipped, and who required them to work only from ambition and love for her. Such was Joyce's method.

But one day the largest boy became refractory. Speaking and coaxing were in vain, and Joyce would not stoop to hiring him, although she knew that with a boy of his disposition that would be effective. "O dear! This isn't much like Normal," thought poor Joyce. During the afternoon Tom stepped to the window and jerked down the curtain. She did not know what to do, so the boy remained unpunished.

Things went from bad to worse until they became unbearable. "I must whip you," said Joyce to the small boy who had jumped out a back window head first, and had remained away an hour. She gave him six hard slaps with the ruler, feeling as pained at the act as the child himself.

The next morning the small boy presented a very grimy scrap of paper to

Joyce, with the remark, "Guess you won't want to whip me again right off." The note read.

Mis Coal i want you to no i dont want my boy powned
an i wont hav it you ot to be put out Mrs Smikes

The smallest girl soon became the worst, and one day, in a tussle with her, Joyce broke her watch-chain, skinned the child's elbow, and cracked the door leading to the girls' cloak-room.

Joyce at last gave up the school. She realized that she had not begun right, and that it would be of no use to try to remedy the mistake there.

PART II

When, the following Monday, Miss Cole's successor appeared, the pupils felt truly sorry, and wished Miss Cole back. For Miss Grimm was "fat, fair, and forty," with a decidedly frizzled appearance.

The very first day it was discovered that she wore a wig, could not see three feet beyond her nose, and was "easy." The poetess of the school composed a jingle, beginning thus:

Miss Grimm,
Is growing thin, etc.

Miss Grimm soon tired of the place for three reasons, as she told a kindly old man whom she met in the road. "First," said she, "'twould take a saint to live at Hunter's and not have a row. And of course I've got to board there, because he's school-committee. Second, 'twould try the patience of Job just to see the ignorance of this community. Third, the children take after the old folks."

After three week of torture during which she was relieved of her false crimps, called old and ugly to her face, and narrowly escaped losing her dress skirt in the middle of a recitation owing to the kindly attention of some youngster, Miss Grimm departed with almost an imprecation on her lips.

PART III

The teacher of that district at the present time is a girl from "up-country," and like most girls from that mysterious region entered into her work with energy. She let the children understand from the very first that her method was "oil of birch," and it has at least been effective.

"Guy, but she's ugly!" I heard Tom say the other day the other day; but he was very careful that the teacher should not hear him. "It's all put on, for I saw her smile real pleasant last week," was another remark. "Yaas,

but ye want to look out an' not get six marks," answered a small voice lowered with dread.

Meanwhile, in the distance one may hear the murmur of parents' voices, and 'midst the confusion can be distinguished these expressions: "Miss Cole ought to have stayed for she didn't pound the scholars." "No, I say Miss Grimm had some years on her shoulders; she's the one if they'd only gi'n her a chance." And still another, fainter but determined, "What we want is a woman that'll make 'em toe the mark, and it don't make much difference to my mind, how it's done, long as 'tis done."

Such, my young reader, is the state of chaos in many a country school today, and how the difficulty is to be remedied only time can tell.

B. S. K. '06.

Greetings from Harvard

CHAPTER I.—THE NORMAL CLIENTELE.



HARVARD is graced by school and college clubs innumerable, but by none more famous than the informal band of Normalites. What a contribution has been made to Harvard in our international duet—Bobbie and Dab. I believe the old Normal catalogue called them Pellissier and Carroll, but we don't do it. Then there is Packard, large both of mind and body—notice we say simply Packard. We wouldn't dare to call him by a pet name. Continuing, mention must be made of Gammons (Gam); Savary (Chill) and Leonard (Uncle). MacKendrick is also a member. Mac (of course we call him that) used to play centre field for Normal as all the Macs have. We have a chemical fiend in the person of Tilley, who is remembered by many of the students now at Bridgewater. Armstrong—excuse us, we mean Jimmie—and Harold Perry uphold the questionable dignity of the freshman class.

CHAPTER II.—STUDY.

It is rather remarkable what effects study produces at times. Chill, for instance, has been studying what he terms "Old English." There is no question about the age when he orates—it sounds like a primeval jungle.

Gam's tastes, during the first half year at least, ran more to Shakespeare. When Gam quotes, however, the passages are concerning love or tragedy—frequently both. Such an invariable selection seems to portend something significant, although he claims it is simply "art". Packard—no! we know you won't believe it, but it is so. He, actually used to swipe, (pardon. Packard says "obtain," or something as elegant), Japanese pomegranates and other rather rare fruit from the Arnold Arboretum. Packard declares up and down that it all comes in as a part of Forestry 3. It looks very much like a "pull". Bobbie and Dab take so much science that their language is rapidly coming to sound like this "phantasmal process proceeding from the steenth node of the cardial carbuncluolus." How poor humanity survives with five-syllabled organs is a mystery. Jimmie and Uncle have become chronic growlers. The rock-ribbed veterans in the educational service are very outspoken in their remarks—(forceful if inelegant.) Uncle, moreover, has other chances to look pleasant—he's taking Analytical Geometry. Consult Class A at Normal if you fail to appreciate the suggestion. Tilley is setting the world afire by chemical ingenuity. Perry keeps quiet but probably has troubles of his own. Mac's success as an assistant in history is brilliant. He has discontented students bothering him half to death half the time. They don't like his Normal method of marking.

CHAPTER III.—RECREATION.

Dab and Bobbie have solved this problem. They call each other "Frenchy" and "Irish" and then proceed to put each other on the bed. It is exhilarating and serves the purpose. Gam and Uncle have contracted a bad habit of starting a "rough-house" in Chill's room. Chill as a rule rather enjoys it and frequently joins in, but Chill's room-mate objects. The room-mate (Tower by name) is a proctor; so he objects from a sense of duty, although he has the reputation of having been worse himself last year. One day, Gam, Chill and Uncle held a golf tournament in this same room. Gam got the record for lofting, while Uncle played the first hole for one, an unsurpassed record up to date. You have no idea how exciting the game of golf can become when played indoors. Gym work affords one form of recreation. Dab can now do wonders gymnastically. His latest is to stand on his hands and place his feet against the door—not his own of course—the door usually is the one to 54 College House where Bobbie and Uncle reside. Packard (another surprise for you) has become an inveterate gym. fiend. He travels around the running track at Hemenway in regulation style, and has been mis-

taken by unsophisticated Freshman for one of Harvard's crack long distance runners. Bobbie and Uncle always believe that spontaneity in exercise is most beneficial. Uncle's spontaneity of exercise usually consists in mysterious absences from Cambridge, to which he returns at hours not conformable to good old Normal customs. Bobbie says he goes "fussing," and it is clear that the facts in the case cannot be well explained on Academic or business grounds. But Uncle isn't alone; Packard's spruce condition and genial smile of a Sunday are really most significant—he is going to buy coal just as he did last year. Then there is Gam who says he is a true bachelor, and then proceeds to dine out in the middle of the week under particularly delightful circumstances. During Lent, Dab could work the church game, but it is all bosh, and what one man up hear calls "transparent dissembling". Bobbie did bravely through the winter, but at time of writing, the dangerous spring is yet before him.

CHAPTER IV.—SLEEP.

We sleep as much as we can and dare to. This daring in Dab's case, once went to the extent of peacefully sleeping in bed while two lectures went on without him. Bobbie and Uncle are most energetic (?) about rising. During the winter, the first one up had to start the fire; consequently there was a long time before a first could be counted. The struggle usually ended by both getting up together just in time to get breakfast and avoid a cut for a nine o'clock lecture. Gam works at Randall mornings and goes around aimlessly with eyes glued together and with the most comical "morning after" appearance. Evidently Gam doesn't like getting up either. Chill is aristocratic to the limit—by limit we mean the time Randall closes for breakfast. As for Packard, his proud appearance at the breakfast table by 7.30 during the past few months of the college year has now been superseded by a guilty sneaking appearance at about 8.15 or later.

CHAPTER V.—RULES.

There are rules—in fact each student is presented with a printed copy of them. As to the matter of always keeping them, we imagine it is much the same the world over. There is, of course, much freedom here and individual responsibility becomes highly developed. You can cut recitations if you see fit, but woe be unto you if the habit be overdone.

CHAPTER VI.—CONCLUSION.

We desire, in closing, to be serious in expressing our feeling for old Normal. We are all loyal to the institution which has done so much for us. Our esteem for the faculty is ever enthusiastic; our hope and interest in the growth and development of the school, sincere. The new gymnasium, the new improvements in the curriculum, in fact any change that occurs is discussed with interest by us, part of her loyal alumni. To the under-graduate body, we extend our hearty greetings. N. L. '02.

A Night in a Snow Storm



OF COURSE you all remember the storm of '98, commonly described as "the storm in which the Portland went down!" Many have good reason to remember that terrible night, and among these are Jim and I. Previous to our departure for an out-of-town school we had both been enthusiastic trappers of otter, mink and muskrat. At each end of the town—at the lake and the river—we had built a hut, and these huts with all our trapping outfit, we had given to Jim's brother Will, and to my cousin Dick, on condition that they keep the huts well stocked with food and clothing in case of emergency.

On that Saturday night in November I sat studying in my room at home, feeling thankful that I didn't have to go out, as it was beginning to snow hard, and the wind was blowing a gale. About eight o'clock I heard the outside door open, and Jim's voice ask for me. I called to him to come up, and when he came I saw that he was dressed in his old trapping suit. "Great Scott!" I exclaimed, "where in the world are you going tonight?"

"Tom, he answered, "Will and Dick went off this afternoon to visit their traps and they haven't came back yet. Mother is almost wild, so I said that I would get you and that we would go and find them. I told her that we should find them at one of the huts, and if we did we should stay there all night. If we shouldn't find them we should return by two o'clock. So, she will know that if we're not back by that time they are safe. "You'll come, won't you?"

By way of reply, I began to dress in my old suit. "Do you know whether they went to the lake or the river?" I asked.

"They intended to go to both, so if we don't find them at the lake we shall have to go to the river, and that, you know, means a good seven miles walk through these drifts."

By this time I was ready, and we started on our long, hard tramp through the ever deepening drifts of snow to the lake. After a walk of an hour and a half we reached the hut, which, to our great disappointment we found empty. We found, however, signs which plainly indicated that the boys had been there that afternoon. So, tired from our hard tramp, we decided to rest. As the larder was well filled we each had a cup of hot coffee.

Thoroughly refreshed, we started out again, but now our real difficulties began. The road, which was through field and woods, was decidedly rough; the wind was blowing the snow straight in our faces; and the drifts were getting deeper. After three miles of this I was pretty tired, while Jim, who was just recovering from a foot-ball injury, was nearly exhausted, although he stoutly declared that he was "strong as a bull."

Half a mile farther on, we came to the river, and decided to cross on the ice, thus saving a long walk to the bridge. As is often the case, the longest walk would have been the shortest. Jim went through an airhole into the icy water, and I pulled him out dripping wet and shivering with cold. Imagine us now if you can—I, foot sore and weary, Jim, bent with the weight of his wet and fast freezing clothes—stumbling blindly along over an ever roughening road, and through fast deepening drifts.

Suddenly, I, who was walking ahead to break the drifts for Jim, realized that I was alone. I turned and called, but there was no sight nor sound of Jim. Filled with alarm I retraced my steps as quickly as possible, to find Jim lying face downward and unconscious in a drift one hundred yards back. I saw that the only thing to do was to carry him to the hut, half a mile away, so I placed him on my shoulder and started. Every step seemed to make him heavier and me more weary. Finally I seemed to be walking in a dream, and how I kept the path I do not know. Happening to fall into a drift I was surprised to see how soft and warm the snow was. "Why!" I said to myself, "it is just as warm and comfortable as the hut; why can't we stay here?" Then, with a shock, it came to me that this was the way men froze to death. I struggled to my feet, picked Jim up and started again.

A little farther on, I smelt burning wood, which told me two things—the hut was near, and the boys were in it. With renewed strength I stumbled along until I reached the door, which I pounded open with my fist. Once inside, I fell to the floor with my burden.

The next thing I knew, I was lying before the fire wrapped in a blanket. While we were drinking coffee and eating cheese and crackers, the boys told how they had started for home, lost their way and finally got back to the hut and decided to stay there for the night. After finishing our meal we all went to sleep and neither Jim nor I woke up until ten o'clock the next morning. In the meantime the boys had gone home and soon returned with a horse and sleigh to carry us back. Two weeks' illness for Jim and four days' sickness for me wound up our adventures. Yes, I think we'll both remember the November of '98.

F. J. O'D. '06

Tillinghast's Harp

The harp that once thro' Tillinghast
The soul of music shed,
Now rests as mute in Tillinghast
As tho' that soul were fled.
So sleeps the noise of former days,
So pleasure's thrill is o'er,
And maids that once sang sweet for praise
Now sing their songs no more.
No more to ladies fair and bright
The harp of third floor swells;
But sleeping silently at night
No tale of pleasure tells.
Thus laughter now so seldom wakes,
The only throb she gives
Is when some girl a moment takes,
To show that still she lives.



Grinds

Psychology

Mr. R—d caused long discussion about an idiot while Mr. Boyden was away. Next day Mr. Boyden said, “So an idiot caused all the trouble did he?”

Miss I. M. W—rr—n: “How do you know that man is the ideal end for which we are striving?”

Miss M—s—n: “The fan system is run by the fire engine.”

DEFINITIONS

Miss P—ck—rd: “A warm blooded animal is one which has a heart.”

Miss W. Cl—rk: “A warm blooded animal is one which has lungs.”

Miss D—yl—: “A warm blooded animal is one that is vicious.”

Mr. Boyden: “If a bone is put into the fire and the animal matter burned out, what is left?”

Miss B— — —dry. “Ashes.”

Mr. Boyden: “Three-fours are how many?”

Mr. G— —ld: “Seven.”

Mr. R— —d: “I do not see the difference between a boy and a dog.”
(Where has Mr. R—lived before coming to Normal)?

Mr. Boyden: “It is as easy to get married as to get a school.” (How encouraging)!

Miss M-g- -r-: "I shouldn't think the bump of a three hundred and forty pound man on falling would be any harder than that of a forty pound man, only there would be more of it."

A child from the Kindergarten brings "Pa" some crackers. "Pa" putting his hand on the child's head, "You are a nice little boy." Child: "I'm not a boy. I'm a girl." (Laughter in class).

Mr. Boyden to Mr. M-l-l-r: "You do not know girls very well." (The class disagree).

Languages

Mr. Kirmayer (in Latin): "What was the geology of his family?"

Mr. V-n-l (in German reproduction) stops—"I've forgotten—how to make haste."

"Tous mes saucissons rones." Miss -ndr-ws translates, "All my red sausages."

Mr. Kirmayer: "What is an inhabitant of Paris called?"

Mr. -h-rn-: "A Paris-ite."

Miss Megley to Mr. Kirmayer: "Wie viel kosten sie?"

Mr. -h-rn-, (in charge of class in Latin poetry): "Now, Mr. Freeman, take that line by the feet."

Miscellaneous Grinds

Mr. Sinnott (in physiology): "What causes the hand to go to sleep?"

Mr. B-n-d-ct: "Oh, usually some slight pressure."

Miss Horne to Mr. Fr- -m-n: "Now we don't claim any relation to the monkeys, do we? I don't know, perhaps you do."

Mr. Arthur Boyden: "What is the peculiarity of Toscanelli's map, Miss G-y?"

Miss G-y: "The land is all water."

Miss Merritt: "What wild animal did the Spartan youth have under his coat?"

Miss Est-s (earnestly): "A sheep."

Miss Horne: "Why, what's the matter, Miss Sh-w?"

Miss Sh-w (breathlessly): "Oh, I've lost my waist support."

Mr. -'Br- -n discussing advantages of the ocean: "Columbus never would have discovered America if it had not been for the ocean."

Miss Emerson reading from Whittier: "We paused at last where home-made cows——."

Mr. A. C. Boyden (zoology): "What members of the cat family have been domesticated?"

Miss B- - -dry: "The dog."

Mr. Jackson: "You have had the opportunity of expressing yourself and then reducing your expression to its lowest terms."

Miss Cr-ft (in history): "John Brown felt that the Slavery Question could not be settled until blood had been shed, and so he proceeded to shed some."

Miss M-c- (in geology): "One group is called "ingenious" rocks. Perhaps she had reference to trap."

"All good boys love their sisters,
But I so good have grown,
That I love other boys' sisters
Far better than my own."

Mr. W-ldr-n thinks this is very familiar.

Mr. Handy (in editorial meeting, thoughtfully): "Perhaps we'd better not try to put in the marriages and deaths of the graduates because we couldn't put them all in and perhaps somebody might feel hurt if his marriage or death weren't put in."

Echoes from the Model School

KINDERGARTEN

A child, when asked by his father, if he had cried on the second day at the kindergarten, said, "No, all the other fellows were, and I thought I wouldn't."

PRIMARY GRADES

"Why does a beaver have so flat a tail?"

"To kill flies."

"I tried to throw a snow ball at myself, but my arm was not long enough."

"Mamma wishes I could be in the smart line."

1ST GRADE INCIDENT

A number of words were scattered over a space on the board, from which the children were to select certain words. One boy after labor found the required word "can." He had hardly laid the pointer down before a little fellow piped up, "Huh! that isn't the only can in the heap."

Student teacher in 3d Grade (teaching word "stern"): Smiles, then frowns, asks, "How do I look now?"

"You look homely."

Six year old to mother: "Our minister doesn't know the Lord's prayer yet, Miss Stuart says, 'Forgive us our debts' and she knows how to pray."

It was his first day at the Model School. He had not been used to student teachers. That day there were four teaching, and two lady visitors were present.

Suddenly down went his head on the desk, and the tears flowed freely. When asked what was the matter, he said he felt badly.

"Where do you feel bad, in your head, or your stomach?" "In my stomach. So many women folks make me sick."

Indignant five year old: "Those big boys have got to stop this swearing at me every time they see me."

Teacher: "Swearing! Are you sure they are not teasing you?"

Child: "Well, I'd just like to know what this is, if it ain't swearing, 'You little pint of peanuts half eaten up'?"

"What is a switch, Helen?"

"Just a good licking."

Five year old: "You're a daisy!"

Teacher: "A daisy! Is there any one else who is a daisy?"

Child: "Yar, my mother."

Quotations Applied and Misapplied

"Who battled for the true, the just." Ethel Ronaldson, '04

"Precious things are always done up in small bundles." Sadler, '05

"She knows a thing or two or three or four." Sadie Shaw, '04

"Thou hast the sweetest face I ever saw." Elizabeth Lane, '04

- "His stride betokens a learned man." Miller, '04
 "A proper mixture of squeals and groans." Mabel Wilson, '04
 "A merry heart maketh a cheerful countenance." Elsie Trask, S
 "Alas for them, their day is o'er!" Seniors
 "A lion among ladies is a most dreadful thing." Walter, '04
 "As merry as the day is long." Edith A. Luese, S
 "Deeds, not words." Mary Patterson, '04
 "The will to do." Lillian Kirmayer, '04
 "Note the power behind the eye." Mary Kimball, '04
 "I rarely speak as funny as I can." Ella MaGuire, '04
 "She was as good as she was fair." Marion Poole, '04
 "To know, to esteem, to love." Phyllis Gay, '04
 "A proper man as one shall see in a day." Mr. McDonnell, '04
 "Joy rises in me like a summer's morn." Edith Sweetzer, '04
 "A heart as true as steel." Gertrude Smith, '04
 "Better late than never." The Gymnasium
 "Then come the wild weather, come sleet or come snow,
 We'll stand by each other, however it blow."
 The Normal Offering Board
 "No, no, for all she looks so innocent, take my word for it, she's no
 fool." Alice Joss, '04
 "She has a little laugh that is very infectious." Avis Kemp, '05
 "Speaks three or four languages word for word without the book."—
 (German). O'Brien, '06
 "No sisters prized each other more." Mary Hunt, Lora Hunt, '04
 "Given to fun and jollity." Dora Lincoln, '05
 "A nice, little, Brown-eyed 'Bunny.'" Helen Fitzgerald, '04
 "Up, up, my friend, and quit your books, or surely you'll grow
 double." Flanders, '07
 "Bid me discourse, I will enchant thine ear." Freeman, '05
 "One bloom of health and happiness, a smile for all."
 Rose O'Donnell, '05
 "Her air, her manner, all who saw admired." Lucietta Buck, '05
 "All the world I saw or knew." Mildred Tavender, '04

- “There was a soft and pensive grace, a cast of thought upon her face.”
Grace Alexander, '05
- “A youth to fortune and to fame unknown.” Keefe, '06
- “So wise, so young, they say do ne'er live long.” Annie Coveney, '05
- “Black were her eyes as the berry that grows on the thorn by the way-
side.” Mary Hallinan, '07
- “How far that little candle throws his beams.” Eunice Burbank, S
- “Still waters run deep.” Vinal
- “Always contented.” Hapgood, '04
- “I know everything except myself.” Students of B. N. S.
- “Out, out brief candle.” Braddy
- “ 'Tis neither here nor there.” The Mouse
- “The man of wisdom is the the man of years.” “Pa”
- “You have waked me too soon, I must slumber again.” John Graham, '04
- “I dare do all that may become a man, who dares do more is none.”
Carter, '05
- “There was a time when I was very small; when my whole frame was
but an ell in height.” Theodore King, '06
- “Fancy's child warbling his native wood-notes wild.” Hebbard, '07
- Here Wisdom calls, “Seek virtue first, be bold; as gold to silver, virtue
is to gold.” Florence Davis, '04
- “Let lands and houses have what lords they will, let us be fixed and our
masters still.” Ione Hersey, '05
- “Ever in cheerfullest mood art thou, when others are filled with gloomy
forebodings of ill, and see only ruin before them.” Lena Libby, '04
- “Bright was her face with smiles, and words of welcome and gladness
fell from her beautiful lips.” Bertha Hawes, '04
- “Beauty and anguish walking hand in hand.” Agnes Gillen, '04
- “A daughter of the Gods devinely tall.” E. B. Beaudry, '04
- “Her open eyes desire the truth. The wisdom of a thousand years is in
them.” Mary Preston, '04
- “Where breathes the foe but falls before us.” Baseball Team
- “A maid pretty to walk with, and bright to talk with.” Mabelle Owen, '05



FAMILIAR SCENES



ABOUT NORMAL





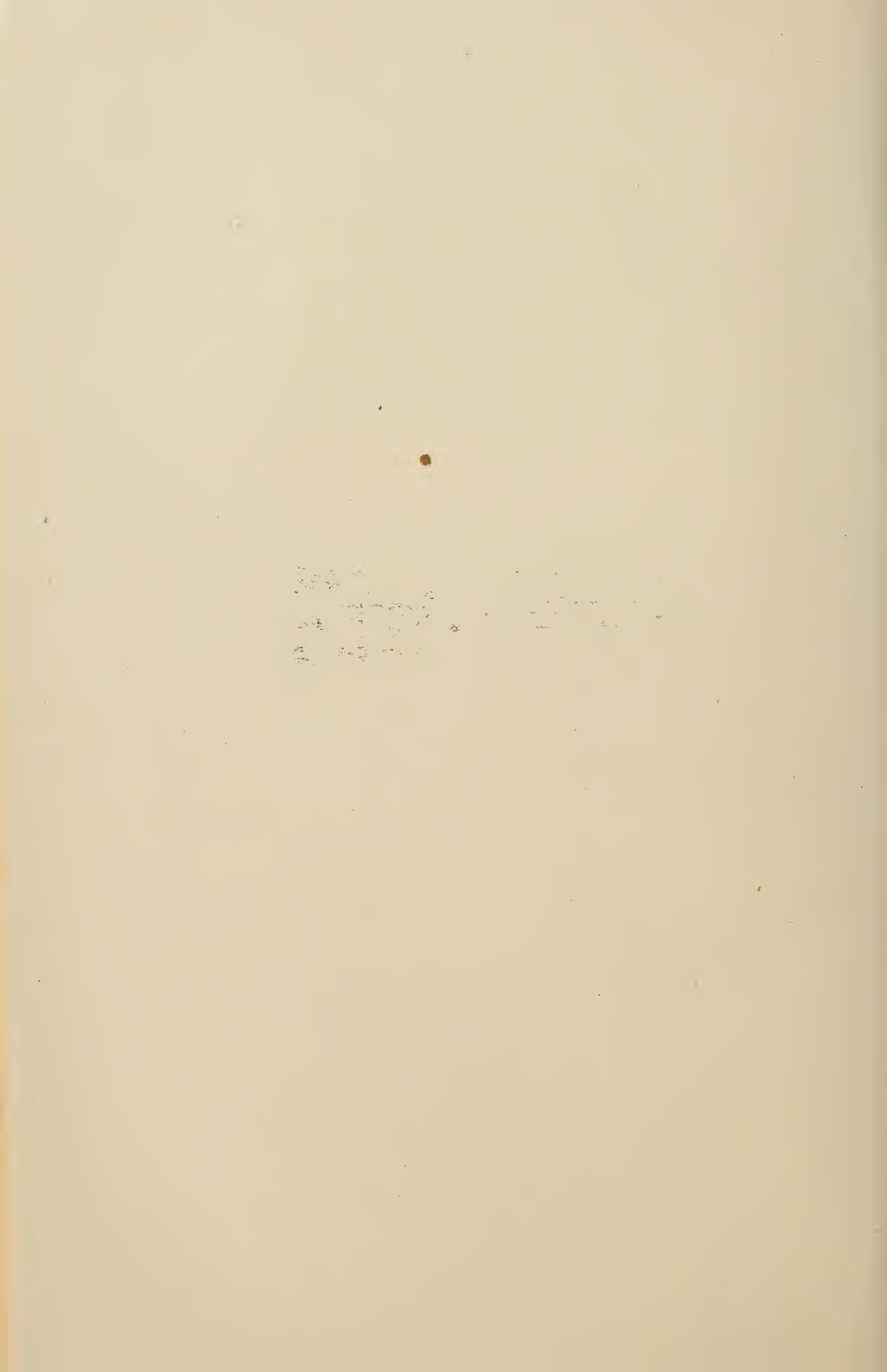
Aunt Jemima's Album

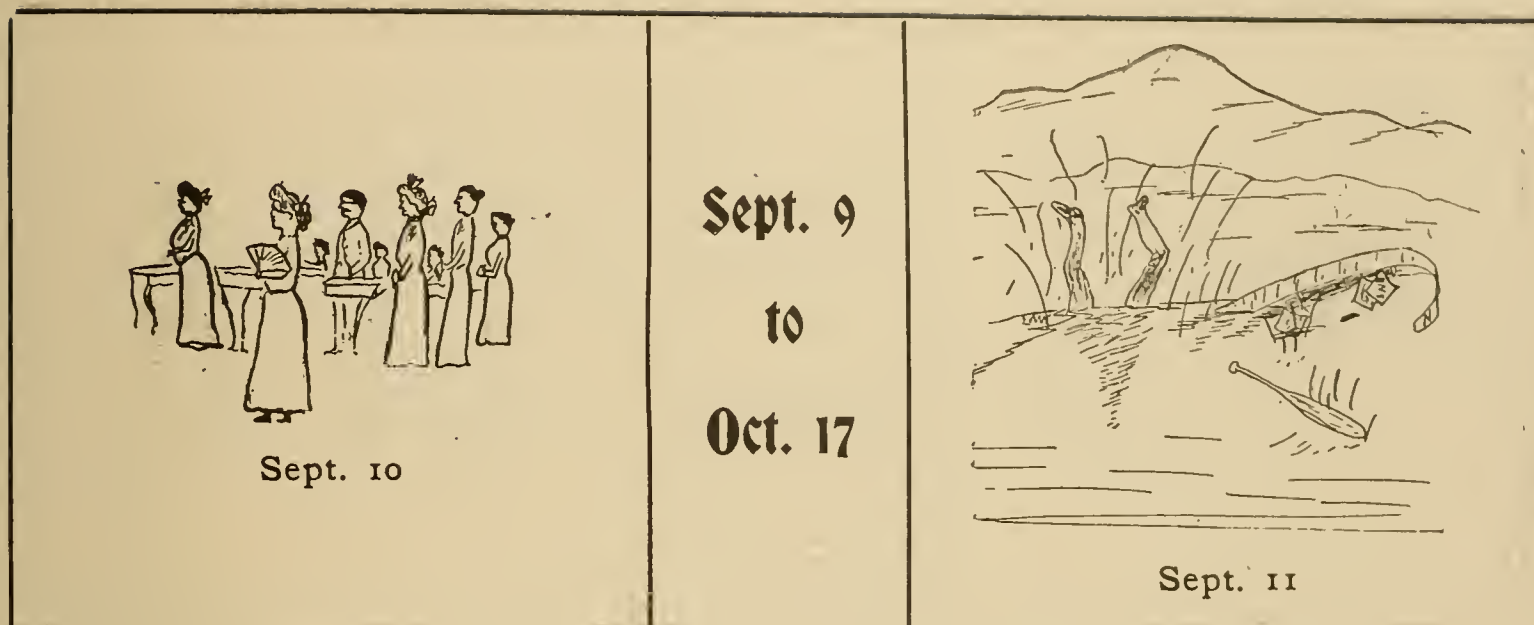


Magazine Advertisements



The Mouse Trap



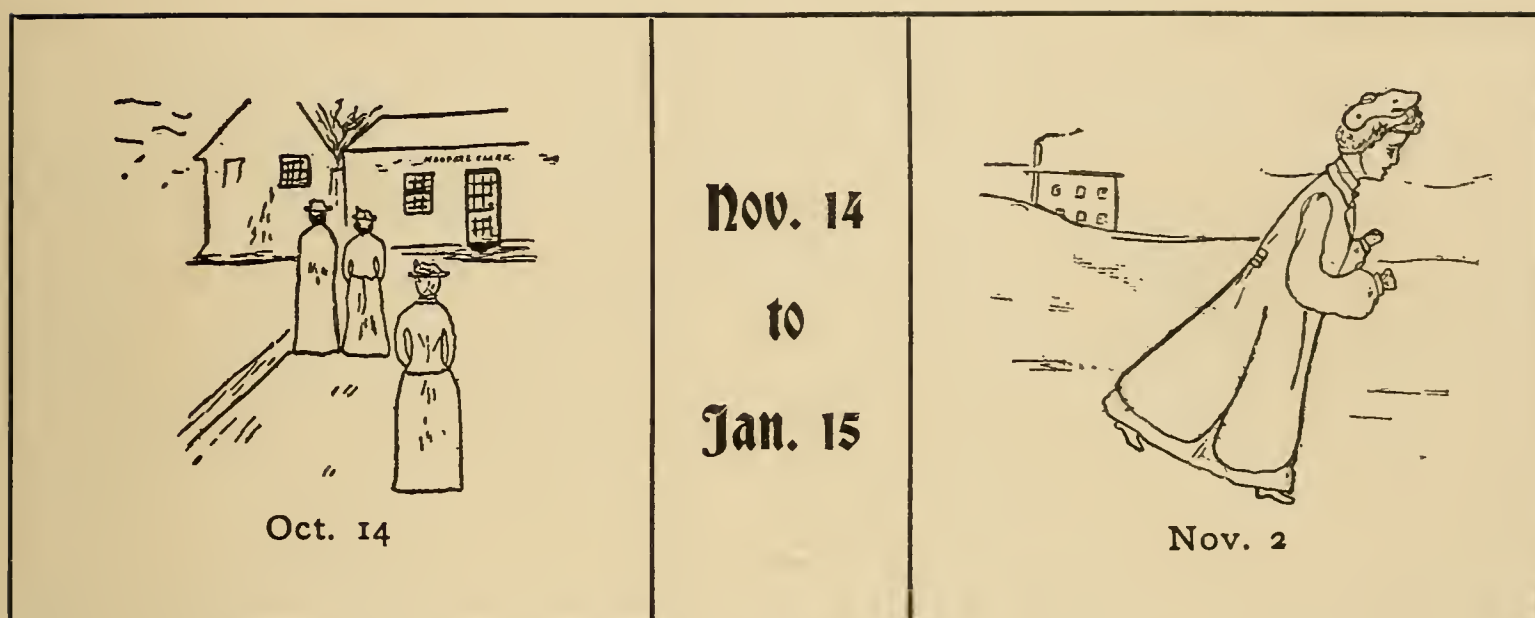


The Calendar

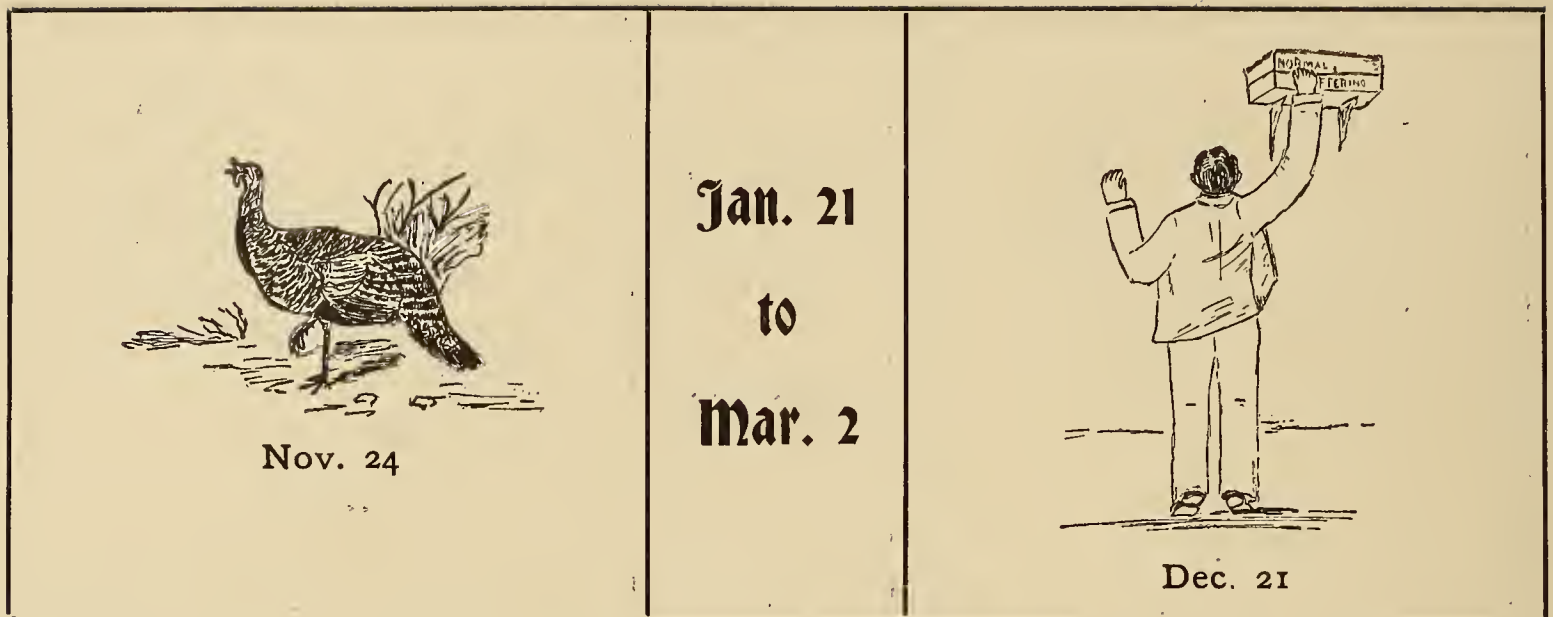
- Sept. 9. Wednesday. Students return. Juniors occupy front door steps.
- Sept. 10. School opens. Mr. Boyden makes us one and all welcome. "Specials stand." "My! what maids!"
- Sept. 11. Junior Reception. Tagged to prevent loss. Miss Perry classed with Spécials. "Predominance of intellectual and aesthetic refreshments." Messrs. Miller and O'Brien measure their length in Carver's Pond.
- Sept. 13. Junior Sunday. "Tears, idle tears." "Home, Sweet Home."
- Sept. 16. Wednesday. First general exercises. "Miss Thomas, locate yourself."
- Sept. 17. "What streets bound the Normal School grounds, Miss Lincoln?"
- Sept. 23. Wednesday. Mr. Sinnott advertises the brick yard, "Now these are the finest bricks in ——." What was the commission?
- Sept. 26. B. N. S. vs. So. Boston High.
- Sept. 28. Pres. Hazard of Wellesley College addresses the School on "Individuality."
- Oct. 2. Normal Club gives Reception to new officers. Messrs. Keefe and Hebbard gave piano and vocal solo respectively. Miss Emerson read, "Poe's 'Raven' in an Elevator."
- Oct. 3. Normal over-crowded; delegation goes to State Farm.
- Oct. 10. Rainy! Class A. prevented from paying back old scores on Brockton. Mr. O'Brien initiated into ——.
- Oct. 14. B. N. S. Electric Dynamo in running order. Lights docked at 10.15 p. m. Faculty start candle account at Hooper's.
- Oct. 17. B. N. S. vs. Friends School.



- Oct. 22. General Exercises. Music. Mr. Boyden conductor. Association of ideas; "Why is a cat on the ridge-pole of a house, like an orange?"
- Oct. 23. A Normal Club Literary evening. Leland Powers gave readings from "David Copperfield" which were appreciated by a large and enthusiastic audience.
- Oct. 24. B. N. S. vs. Boston Latin School.
- Oct. 26. First snow of season. Miss McT-gg-rt in Psychology, "A dog does have an idea of number, for if a dog has pups and you take away one he misses it." Poor pup!
- Oct. 29. Visit from members of the Mosely Educational Commission. First departure for home. Some who live too far are left behind.
- Oct. 30. Brockton Convention for Teachers. Our "Student Teachers" attend.
- Oct. 31. Hallowe'en. Celebrated by a happy few in the Reception Room. Games and tricks of all kinds suited to the eve, were heartily enjoyed even to shaking the clammy hand of the ghost. Miss Prince and Miss Perry came as witches.
- Nov. 2. "The whistle is a word when it expresses an idea." Miss K-rm-y-r "gets out the way" when she hears the brick yard whistle. It is a "sign of danger."
- Nov. 4. -ll-n delays General Exercises just a minute.
- Nov. 5. Visit from Mr. Blair of Moseley Educational Commission.
- Nov. 7. B. N. S. vs. Thayer Academy.
- Nov. 9. The gymnasium is started.
- Nov. 12. General Exercises. "A door is an opening in a wall."
- Nov. 13. Friday. The Senior Junior Reception. "Aunt Jemima's Album" presented. Messrs. French and Graham missing, but not missed.
(See plate facing page 96.)





- Nov. 14. B. N. S. vs. Fall River High School.
- Nov. 16. Mr. Gould is not a noun. Nouns name things.
- Nov. 20. Friday. Normal Club Evening of Song by Mrs Grace Bonner Williams, Soprano; Mr. James H. Ricketson, Tenor.
- Nov. 23. Psychology. "Every man is not an angel." Miss Saunders says this implies that some are.
- Nov. 24. All signs point toward turkey and every one obediently goes home for the recess.
- Dec. 1. Tuesday. All back again.
- Dec. 2. First skating of the season.
- Dec. 4. McDonald reproved for not putting "monthly contribution" of a quarter in the Normal Offering box.
- Dec. 11. Mr. Kirmayer makes a plea for the shoeman.
- Dec. 16. "A private school is one in which pupils are taught privately." McDonnell from experience.
- Dec. 18. Normal Club Literary Evening. Stereopticon lecture on "Homes and Haunts of the Pilgrim Fathers in England and in Holland" by Mr. Nathan W. Littlefield.
- Dec. 21. Little McDonald, "I want my quarter back."
- Dec. 22. Christmas celebration in the Dining Room. Useful as well as suggestive gifts exchanged.
- Jan. 6. Mr. Walter approves of encouraging by a word or a look, those pupils who are "backward in going forward."
- Jan. 8. Extract from Mr. O'-r--n's Geology note book, "Weathering notes."
- Jan. 10. Miss T--d in Physics, "There are two kinds of scales, one for buying and the other for selling."
- Jan. 15. The second musical of the series by the Normal Club given by The Corinthian Male Quartet of Boston.



- Jan. 21. The "Entering Classes" entertain the rest of the school in the Reception Room. The evening was given to faithful study of magazine advertisements, the most common ones being illustrated by tableaux. A violin solo by Miss Gladys Knight and a reading by Mr. Fitzgerald. (*See plate facing page 96.*)
- Jan. 29. "Richard III" recited by Mr. Henry L. Southwick of Boston.
- Feb. 2. Concert given by music students in Assembly Hall. A most appreciative audience shut out.
- Feb. 3. New Term begins. Schedules again! Seniors, "This is our last term."
- Feb. 5. Mr. Boyden's and Miss —— birthday.
- Feb. 10. General Exercises. Miss ——-sb-rn. "It is the duty of the school committee to pay the teachers' bills."
- Feb. 12. A Normal Club Evening of Instrumental Music in Assembly Hall. Mr. Daniel Kuntz of Boston the violinist, accompanied by Mrs. Robert M. Currier, piano.
- Feb. 13. Valentine Progressive Party. Old Specials "Reunion." Look at that mail bag!
- Feb. 14. Valentine Day. Cupid does his work successfully.
- Feb. 15-18. Arts and Crafts Exhibition.
- Feb. 19. Three days recess to celebrate the 22nd.
- Feb. 23-24. Mr. Gilman of Boston gives lectures on Printing. Illustrations effectively arranged in Assembly Room.
- Feb. 26. Mr. Z——, "I carried some books upstairs for Miss Comstock, and what did she do but give me a Special!" Which one?
- Feb. 29. Who's birthday?
- Mar. 2. History. Miss T-dd teaching. "Mr. Read?" "Oh, I merely wanted to enlarge on the previous topic." Miss T-dd from her lofty height, "Certainly you may enlarge."



- Mar. 4. A Normal Club Social Evening. Presentation of "The Mousetrap." "It's not the mouse but the idea of the mouse." (*See plate facing page 96.*)
- Mar. 5. Last skating of the season.
- Mar. 7. Repetition of Mousetrap, Assembly Hall 9.00 a. m. "It's not the idea of the mouse but the mouse."
- Mar. 8. Miss T-rl-t-n, "A leopard can't change his spots, for he has no control over his leprosy."
- Mar. 10. "Who whistled?"
- Mar. 11. Normal Club Literary Evening. Mr. Walter B. Tripp of the Emerson School of Oratory read selections from "The Rivals;" "The Railway Station;" and Scenes from Twelfth Night."
- Mar. 13. In Sunday School, Miss T-lm-n, "Why, David killed Goliath with the jawbone of an ass."
- Mar. 17. D—— in Specials' Class Meeting. "I move every member of class goes where *he* pleases for pictures." (*See Class picture.*)
- Mar. 17. Miss Todd supports "the green."
- Mar. 18. Mr. Campbell of Mass. Association for Promoting the Interests of the Adult Blind, lectures in Assembly Hall.
- Mar. 19. The country scoured for lichens (pronounced "licken' ").
- Mar. 20. Vesper Service at Congregational Church. Beethoven Quartet of Boston sings.
- Mar. 21. Spring Equinox. School days not affected.
- Mar. 23. "'Pa' tells his 'daughters' they can't go home early."
- Mar. 24. General Exercise. "What's the significance in the name Mansfield?" What's the trouble at the school store?"
- Mar. 25. "Consider your grandchildren and buy a Normal Offering." Spring recess begining. Single file to the station!
- April 5. Baseball candidates compete in South Field.

 <p>Mar. 17</p>	<p>April 6 to May 12</p>	 <p>April 7</p>
--	----------------------------------	--

- April 6. Mr. S— to Class C, “You dress much better than royalty a century ago.”
- April 7. Miss W—ls—n imprisoned in Miss Hicks’ room, puts into practical use the carrying power of the voice as dependent upon waist support.
- April 8. A Normal Club Literary Evening. Mr. Albert Armstrong of the Boston School of Oratory read “The Sky Pilot” and illustrated with stereopticon views which were thoroughly enjoyed by a large audience.
- April 19. B. N. S. vs. Brockton at baseball. Large crowd and good support. Whose supreme end is a holiday?
- April 22. Tennis season begins.
- April 23. B. N. S, vs. Somerville High.
- April 25. Mr. G—, “Will a picture taken by Knight turn out well? I should think it ought to be by Sunshine.”
- April 26. “Please all take a kindly interest in Mr. MacDonald and show him a humming bird.” (From Physics).
- April 27. Mr. Jackson takes a trip to Land of Nod—3.25 p. m.
- April 28. Miss F— in Botany, “The agents of pollention are the wind and —why—er—I can’t think what they’re called—er—bugs!”
- April 29. A lecture on “The Philippines” by Dr. F. W. Atkinson of Newton, given under the auspices of The Athletic Association. The boys sweep South Field.
- April 30. B. N. S. vs. B. L. S.
- May 5. Sections defeat Seniors in Basketball.
- May 7. B. N. S. vs. S. H. S.
- May 10. Class A goes to Plymouth on a Geology trip.
- May 11. B. N. S. vs. Fall River.
- May 12. Sections score their second victory over Seniors and win the cup.

C. E. COBB



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We refer by permission to Mr. A. G. Boyden.

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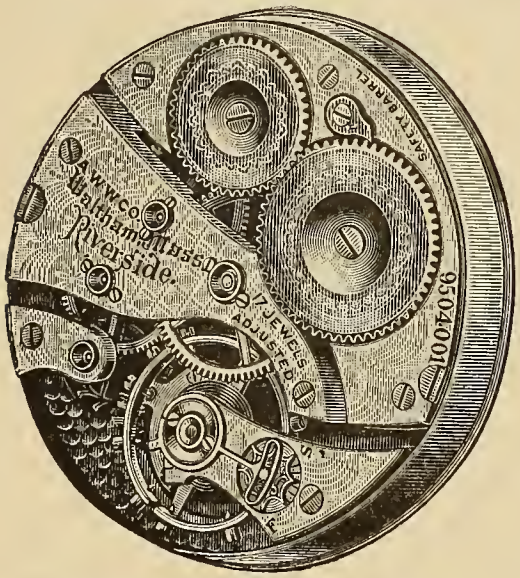
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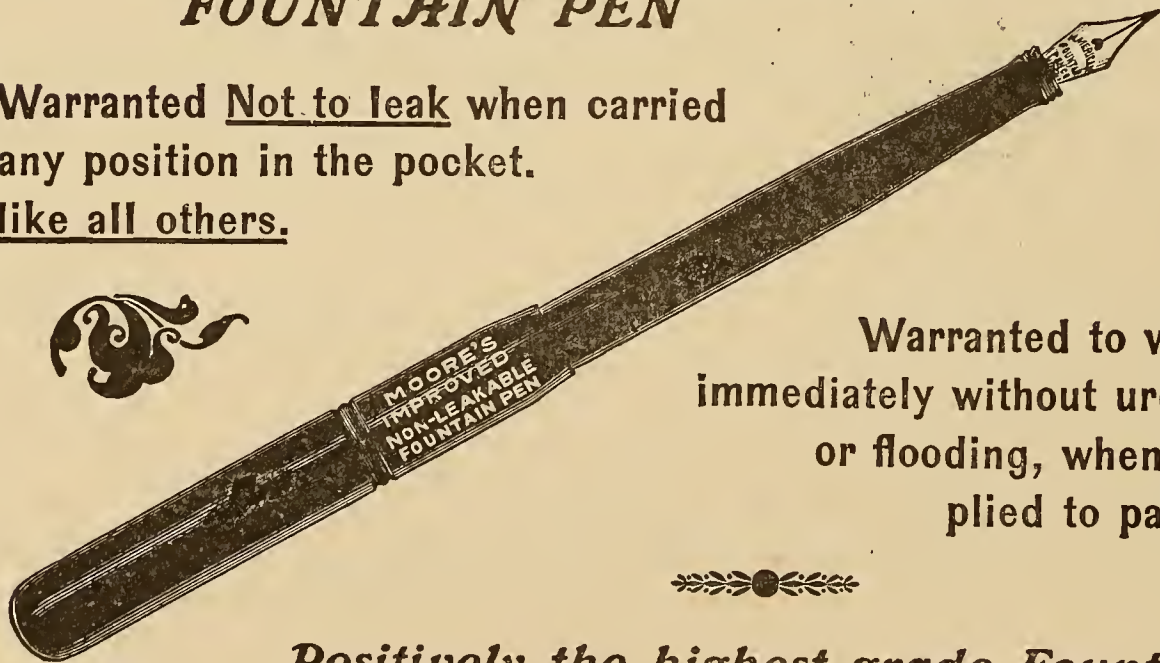
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
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1904

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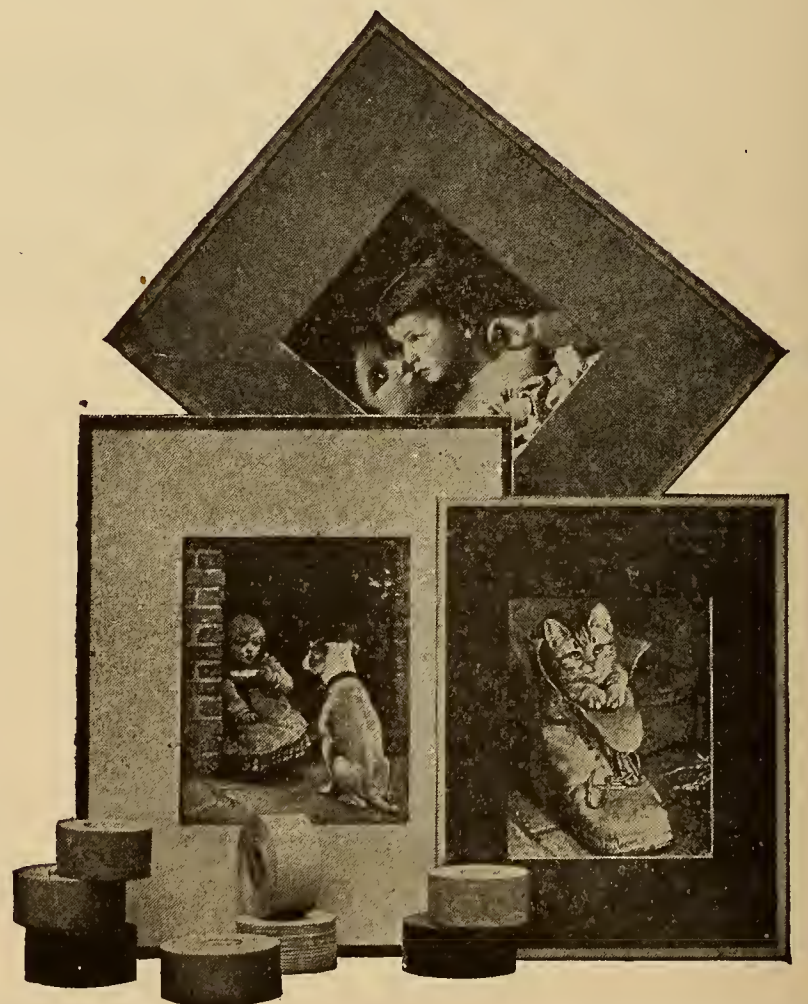
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